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ABSTRACT

This document discusses the involvement of teenagers in community crime prevention. It gives the justification, methods, successes, and problems of crime prevention programs in which young people participate. Several reasons for involving teenagers are given: teenagers need to develop a sense of community, they are often the victims of crime, and they have useful services to offer. Two chapters offer "primers" in community crime prevention and youth potential in these prevention programs. Teenage involvement in crime prevention programs in cities, suburbs, and rural areas with a variety of sponsors including law enforcement agencies, schools, youth groups, and community agencies is described. The characteristics of good programs, including resources, adult mentors, amd community support are noted. The problems existing crime prevention groups have encountered such as lack of adult involvement, adult domination, lack of rules, insufficient funding, and transportation problems are discussed. Twenty-eight programs throughout the United States and two from Canada are summarized with addresses and telephone numbers. (ABL)

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MAKING A DIFFERENCE

Young People in Community Crime Prevention

CG 018797

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MAKING A DIFFERENCE

Young People in Community Crime Prevention

National Crime Prevention Council
Washington, D.C.

The National Crime Prevention Council is a private non-profit tax-exempt organization whose principal mission is to prevent people from becoming victims of crime. It provides technical assistance, coordinates the Crime Prevention Coalition (100 organizations and agencies banded together to prevent crime), and works with the Advertising Council and the U.S. Department of Justice on the McGruff "Take a Bite Out of Crime" public service advertising campaign.

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FOREWORD

This book is typified by three very different human beings, each of whom has contributed profoundly but unknowingly to it: a nine-year-old inner-city boy, a middle-aged Ivy League professor, and an 80-year old businessman and philanthropist.

We look in this book at the involvement of youth in the human family, positing that young people can actively provide useful services, in particular crime prevention services, to their communities. Such involvement helps young people nurture their sense of stake in the community.

This involves, for the most part, young people at the classical primary prevention level, those who have not encountered problems (secondary prevention level) or been judged delinquent or criminally convicted (the tertiary level). But we do not write of the negative, of preventing teen crime. We write of programs in which teens play a major and positive part, and in which they reach beyond self to others.

For me, the seed of this idea was sowed in secondary and tertiary prevention, when I was Executive Director of the Justice Resource Institute in Boston, Massachusetts. We had pioneered pretrial diversion in the State and could point to relatively sophisticated services to young offenders who were directed to us instead of the regular criminal justice system. When the diversion program, after halting beginnings, was enshrined in state law, we thought we had reached the pinnacle.

But something was wrong. The services were sound, our reputation positive, a number of young offenders successfully rehabilitated, but I had the sense that something was missing.

My unease crystallized one day when I heard for the umpteenth time a refrain which went like this: "The lawyer was lousy, the judge didn't understand me. Sure, I ripped him off, but I got the bad breaks." An admission of culpability was conjoined with a denial of responsibility to the victim or the community.

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How, I wondered, did the human dimension become removed from the offense? Why do these offenders lack a broader sense of justice? Where should (or could) it have been imparted? When did justice become a technical game? Did these young people lose the sense that both victimizer and victim are members of the human family?

Somehow, the impartial criminal justice system, which properly guards the rights of the accused, needed a human element which restored the rights of the afflicted—the victims, the community, society. Some way had to be found to restore a sense of responsibility for deeds and consequences, the substance—not just the form—of wrongness and reparation. Thus was born Urban Court.

This vehicle carried mediation, conciliation, restitution, victim assistance, and alternative sentencing into the community. Results were remarkable. Young offenders were sentenced to escort welfare recipients to cash their checks safely, to coach younger kids in basketball leagues, to tutor in day care centers, to work in hospitals, parks, and community maintenance.

The defendant was made responsible in both legal and human terms for the act. He was expected to make restitution to his community in tangible, visible service. The contribution thus returned was a valued and productive service, enhancing the offender's self-image in positive ways. And the sentence was levied by neighbors and community members, endorsed rather than imposed by the judicial system.

Elements of this program were applied to various youth when I become Massachusetts Commissioner of Youth Services in 1976. The message was the same to these offenders: a) you are responsible for your acts; b) by your act, you not only broke a law, but took something of value from the victim and the community; c) you can and shall give back something. The implicit assumption of responsibility and worth again yielded remarkable results.

The most dramatic product was the sense of growth, competence, self-worth and self-esteem which blossomed as the young people took on community projects, assumed responsibilities, and were rewarded for positive employment of their considerable talents.

Almost a decade later, I remain firm in my conviction that all people need a sense of self-worth, want to shoulder responsibility, enjoy the glow that comes from success, and need to feel part of a larger whole (especially in today's more mobile and fragmented society.)

Communities which assert a positive sense of control over their futures, and over the quality of life in their environs, and which involve all members of the community, will experience low rates of crime. Community members, regardless of age, will feel a stake in society, have a sense of commitment to others, and understand their responsibility as members of the body politic.

Teens, because of the position society has assigned to them, or more correctly, failed to assign them, are the most likely group to feel little stake in their communities. Why are we surprised when they behave this way?

Young people are a remarkable source of talent and creativity. We can waste it, allow it to be unproductively squandered or (worse still) undeveloped, or we can employ this brimming pot of potential for the betterment of all of us.

As you read this book, ask yourself why we insist that people wait until they are 22, 23, 24, 25 before they are given a stake in our society. Why are we surprised when teens' energy sometimes takes bizzare forms? Why are we amazed when that energy dissipates altogether or takes a negative turn? Why do we wonder that teens display little social commitment? Why do we use so little of an extraordinary social resource?

Young people seem to get many values from each other, values which adults sometimes find inappropriate. We can accept that with all its consequences, ignore it, or try to provide for all young people to secure and emulate values which will help them become the kinds of adults with whom the rest of us would like to entrust the future.

We are deeply grateful to the Ford Foundation, whose financial support made the research, writing and publication of this work possible. We are especially grateful for the faith shown by our project officer at Ford, Sharon Rowser.

I want to thank: Terry Modglin, now our Director of Youth Programs, whose help was crucial in framing the approach once

we were funded by Ford, Joyce Strom, for her initial assistance in fact-gathering and program finding, and Jean O'Neil, the main and brilliant writer of this document, organizer and enthusiast extraordinaire.

But still more profoundly, I want to thank the young people we met throughout the United States—every race, color, creed, ethnic group and socio-economic background imaginable—who confirmed my belief that young people everywhere, given the chance, can be *Making a Difference* for all of us.

Those three people who capture the essence of this message?

- *A nine-year old boy named Dawan, resident of a Boston housing project, who said of his role in crime prevention "As long as I know I am helping people, I do not want anything in return but love and a more safer world."*

- *Dr. Urie Bronfenbrenner, Professor of Human Ecology at Cornell University, who created the "Curriculum for Caring" concept to redress deficiencies in youth development, to build a sense of responsibility beyond self for the welfare of the community in children and youth.*

- *Carl M. Loeb, Jr., businessman, scientist, philanthropist, whose intellectual rigor, philosophic commitment, and generosity are a joy and delight. To find any of these qualities in one person is rare; to find all of them in one person is almost unheard of.*

Perhaps these three are not so different after all. Each has a profound faith that the human community can be better, that hard work will produce results, and that the future can be—and is—bright. This sense of dedication, spirit, and faith bind a nine-year-old boy, a university academic, and an 80-year-old businessman into the essence of the human family.

John A. Calhoun
Executive Director
National Crime Prevention Council March, 1985

Former Commissioner
U.S. Administration for Children, Youth and Families

ACKNOWLEDGEMENTS

Writing about a new subject—especially if it treads upon two established subject areas—is fraught with peril. Writing for professionals as well as nonprofessionals is packed with challenge. Insofar as the perils triumphed or the challenges went unmet, I am responsible. But for whatever success is achieved in convincing you of the benefits of working with young people as positive resources, there are many, many people—far too many to name here—who deserve full credit and your (and my) heartiest thanks.

All of us have been touched by adolescence. If we haven't gone through it, we either are or will. Each of us uniquely experiences this transition from girl to woman or boy to man. Our perceptions may be clouded by or enriched by that experience. But the central idea that teens at least start with good intentions and can make a difference will strike familiar chords for you, I hope, as it did for me.

Having the opportunity to write this book, in the midst of a very hectic schedule, gave me the chance to pay back, in small part, the adults who helped me through adolescence and the adolescents who have given me their friendship over the years.

Thanks of the deepest and highest degree go to the many, many adults who helped in the search and who took time to talk with me, at great length and with deep thoughtfulness, about the roles and ranges of youth involvement and about the essence of community crime prevention. The adult contacts for many of these programs deserve your applause for their role as pioneers, as articulate and pragmatic advocates for community resource roles for youth.

The marvelously multi-talented staff of the National Crime Prevention Council gets a collective thank-you and a resounding "Hurrah!" for the tolerance, guidance, patience, and wisdom, collegial and individual, which were pulled together again and again to come to the aid of their colleague. Thanks go to Joyce Strom for her valuable early information gathering and assis-

tance in suggesting principles. Thanks also to Dan Faulkner, David Pfeiffer and the others at Expeedite Printing for their wise counsel.

Whatever quality there is to my prose owes much to my parents and grandmother, and to my employer of many years, Congressman Clarence D. Long. Their high expectations and challenges made me a better writer, which has, I hope, made your reading more pleasurable.

Very special thanks to John A. ("Jack") Calhoun, NCPC's Executive Director, the conceiver and and visionary force behind this project—whose abilities as believer, coaxer, prodder, supporter, cheerleader and all-around editorial review board are simply tops, and who, thanks to Terry Modglin, gave me this opportunity; to the President of NCPC, Carl M. Loeb, Jr., and to the Ford Foundation, which made it possible.

The last and biggest thank you goes to the teenagers and preteens themselves. Young people took the time to talk about their hopes, their beliefs, their needs, their worries, their relationships with adults, their perceptions of community. They will recognize themselves throughout this book. Like all budding adults, they are idealistic and eager, impatient with what is and should not be (and with what should be and is not), and yet gentle, perceptive and painstaking with the very young, the old, and the adults who acknowledge and reflect back to them their own increasing maturity.

To all those young people who helped in this book—THANK YOU! To the small children whose soon-to-come teen years inspired me, thank you. To all those who will benefit from the ideas in this book, thank you, too. It's been a pleasure.

Jean F. O'Neil

Director of Research and Computer Operations
National Crime Prevention Council

May, 1985, Washington, D.C.

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CHAPTER 1

AN OVERVIEW

"It makes me feel good, you learn things grown-ups don't even know."

"Having those little kids look up to me is a scary feeling, but it's nice. And I've learned a lot."

"Kids just communicate better with other kids."

"If we didn't do it, it wouldn't get done. There's too much else for the regular staff to do."

"They need us out there."

That's why five different young people think they are important to their communities' security, safety and well-being. They are all partners with other young people and with adults in community crime prevention. How and where this happens, what happens, why it happens, and how you can make it happen are the subjects of this book.

We contend that to restrict adolescents' role and responsibility to their personal safety is to lose potential energy and deny them horizons they want and need to explore. Imposing such limitations implies that teenagers do not share responsibility for the community they belong to. They are citizens; they have a legitimate stake in their community; they deserve the opportunity to join in protecting and improving it.

Mixing Crime Prevention and Young People

When these two subjects have been joined in the past, the focus has been on keeping young people from committing crime (usually called primary prevention), keeping youth who have had some problems from getting formally involved with the

criminal justice system (secondary prevention), or redirecting young people who have been judged guilty of some offense (tertiary prevention).

Instead of this, we propose another approach which offers positive rewards and benefits to all. Instead of merely protecting themselves, let young people assume the responsibility and the right to protect and help others—friends, family, neighbors.

It's exhilarating and it works. Whether you are a police officer, a school administrator, a youth worker, a concerned parent, a probation officer, or an interested young person, you can get involved. Everyone gains. Young people learn and grow; crime goes down because more is being done to prevent it; communities have not only a better present but a brighter future, because young people have made a difference and now know that as youths or adults, they *can* make a difference.

Our Roadmap

First, an overview of the issues—what stake young people have in preventing crime and what makes crime prevention of interest to those who work with communities and youth. Chapters Two and Three offer background—primers on the basics of community crime prevention and youth development. Chapter Four demonstrates, by example, what happens when the two are mixed with a variety of settings, participants and activities.

That's where the excitement comes in. High school juniors and seniors in Wisconsin teach fifth graders why vandalism is wrong. Co-ed high school teams in Kansas City instruct elementary school students on the consequences of shoplifting. Teens in Tampa patrol to keep community pools, playgrounds and parks safer, and get the chance to work with younger people and adults. Young people in Boston candidly tell business owners and oldsters what makes them easy marks and how to avoid being targets. Texas teenagers organized to curb vandalism in their schools reach beyond that issue to create incentives for good sportsmanship and community service. An escort and aide service provided by young people in a New York City housing project for senior residents leads to a "home-cooked" Thanksgiving thank-you dinner by the elders.

Chapter Five presents principles for effective programs. What are the essential elements for success? How flexible can plans be? How do adolescents and adults work together? Chapter Six focuses on potential problems and pitfalls, based on experience, with some tips on how to overcome them. The final chapter looks at basic steps in starting a program, and why you and your community should get involved. 3

The second part of this book provides capsule descriptions of some individual programs. These are often as revealing and relevant as the main text; we urge you to regard them as an integral part of this effort.

Do Kids Really Care?

There are questions in the minds of many about whether young people care about crime as a problem—or their communities—and whether community crime prevention makes a difference. Similarly, there are questions about whether actively involving young people in crime prevention isn't just a gimmick.

Our investigations clearly show that young people worry about crime and about its impact on their communities; community crime prevention works; young people represent tremendous and urgently needed resources to help prevent crime and make their communities places in which they can proudly live; community crime prevention provides an arena in which youth can effectively exercise responsibility and authority.

Young People Have a Stake in Preventing Crime

Some adults argue that young people don't understand the problem of crime in their community, partly because they have no vested interests threatened by crime.

On the contrary. Talk to a 12-year-old whose bike has just been stolen. Console a 15-year-old who had her radio and her new coat ripped from her locker. Watch a 14-year-old get stitches in the emergency room after he's been mugged by a 24-year-old. Wince at the pain in a 17-year-old's eyes as she talks of a friend killed by drunk driving. These young people understand crime well from personal experience!

The most recent data show that youth (ages 12-19) are victimized at a rate roughly half again higher than that of adults. Adults age 25-40 are victimized by violent crimes at a 41 per thousand rate. Teenagers 16 to 19 years old are victimized at a 65 per thousand rate. Even younger teens—12 to 15 years old—are violent crime victims roughly 25% more frequently than mid-range adults.[1]

Youth are the most victimized by theft as well. The 12-15 year old group experiences 126 thefts per thousand; the 16-19 year old group 119 thefts per thousand. In contrast, mid-range adults experience fewer than 100 thefts per thousand.

In *A Safe Place to Live*[2], Dr. Georgette Bennett points out "... a profile of the person *most likely to be a crime victim* (emphasis added) looks like this:

- young
- male
- Black or Hispanic
- poor or unemployed
- unmarried..."

Which one is more likely to be a victim of crime?

Although crimes against the elderly can have severe individual consequences, crimes against young people can also be severe, and are far more frequent

Crimes against youth are not petty. The consequences are far from trivial. The U.S. House Select Committee on Children, Youth, and Families puts it bluntly: "Adolescents are victims of crime. Accidents, poisons and violence are the leading causes of death for 15 to 24 year olds."[3]

There is a curious element of irony in adult perceptions of youth and crime. Adults fear youthful criminals. The elderly in study after study reveal themselves to be more fearful of crime than victims of crime. Their greatest fears center on young people as aggressors. Yet few adults see crime as a threat to young people, even though these young people are violent crime vicims at a rate 10 to 12 times greater than Americans over age 65![4] "The elderly (the least victimized group) are more afraid than the young (the most victimized group)."[5]

Crime Is a Community Problem

Although not at the incredibly high levels of the 1970s, crime and the fear of crime remain problems for all Americans, from the urban core to the rural hamlet, from children in latchkey homes to the elderly in fear of leaving their homes. About 38 million households (roughly one in four) were touched by crime in 1983; nearly half a million households were twice victimized (at least one burglary and one violent crime by a stranger).[6]

Although about two-thirds of all burglaries are committed against residential properties, businesses are burglarized about 5 times more frequently than households in proportion to their numbers.

Behind these dry statistics lies the stark reality of neighborhoods, towns, and cities populated by citizens who fear daily for their personal safety, who perceive each other through a veil of mistrust and suspicion, and who conduct business in an atmosphere laden with apprehension and bristling with siege mentality.

What happens when crime invades a neighborhood? Small businesses flee to safer locales, homeowners reject the communality of porches and front yards in favor of the more certain protection of their locked homes and sheltered back yards. The disappearance of some businesses cuts traffic to those which remain. Vacant stores and boarded windows discourage customers. Business retreat becomes a self-fulfilling prophecy. The storekeeper loses, the community loses. Homeowners no longer observant of their streets and sidewalks make crime easier not just for muggers and purse snatchers but for burglars and vandals.

Professor James Q. Wilson of Harvard astutely observed in his landmark book *Thinking About Crime*[7]:

> ***By disrupting the delicate nexus of ties, formal and informal, by which we are linked with our neighbors, crime atomizes society and makes of its members mere individual calculators estimating their own advantage, especially their own chances for survival amidst their fellows. Common undertakings become difficult or impossible. . .***

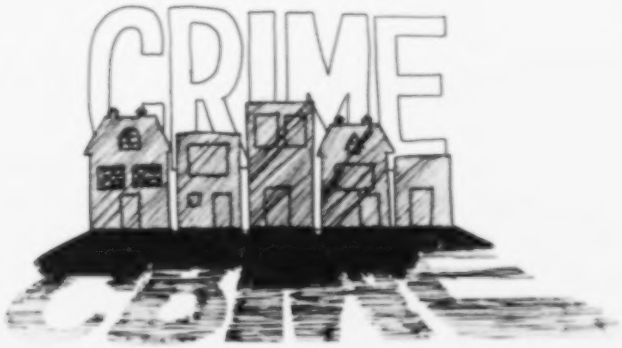
Surveys and studies can readily measure only the tangible costs of crime, but these are sufficient to suggest the magnitude of the community's problem. In 1980, direct cash and property losses from reported crimes exceeded $10 billion. Less than $4 billion was recovered through insurance. More than 2 million Americans were injured while victimized by crime; their medical expenses, time lost from work, and long-term disabilities must be added to already staggering totals.[8]

The cash penalties crime imposes on a neighborhood are even higher—costs borne not just by the victim who suffers personal injury, emotional insult and financial loss; not just by the em-

ployer, whose business is hurt by time lost from work by employees or in losses from pilferage, vandalism and shoplifting; not just by taxpayers who must fund more police and courts.

Unmeasurable but unquestionable costs include loss of personal dignity, loss of valued ties, loss of the tremendous productivity which comes from working together to meet community needs, and loss of the enrichment we provide to each other as neighbors.

Winning the fight against crime can save or establish a community. Neighbors help themselves and each other; lessons learned in crime prevention, rewarded by success, are applied to other community problems.



Young People Understand How Crime Hurts Communities

Many adults are astonished to learn that teenagers see crime as a serious community problem. Abandoned cars in the neighborhood usually will upset adults. But teenagers hired to get hulks off the streets of Flatbush knew their work was vital: "The kids have street sense. They know what happens to the plates off these cars. They've seen these cars torched. They worry about [the danger to] little ones, younger brothers and sisters," an adult co-worker observed.

Five hundred teenagers from East Harlem (New York City) were asked to rate problems facing their community, in a poll conducted by the East Harlem Youth Congress. They were asked to score a list of 22 items as important or very important to themselves and their community. Crime was the ***top-ranked***

community problem by a substantial margin; drugs ranked second, abandoned buildings third and dirty streets fourth. These young people not only perceived crime as the most significant problem facing their community; in fact, their estimate of community problems is remarkably like that we could expect from adults.

An informal group of 11 teenagers in the small town of Fond du Lac, Wisconsin was asked "What's wrong with Fond du Lac?" Answers shot back: "People taking drugs," "Vandals wrecking things for everyone else," "It's not as safe as it used to be."

Youngsters in Chicago's suburbs expressed similar concerns and echoed the longing of many for a better place to live: "We want to be proud of our town."

Gang leaders, age 18 to 23, in Oakland, California said that crime and unemployment were the most serious problems facing their communities. "The streets just aren't safe. That's why the little kids join up [with gangs] in the first place," one observed. Another commented "You need protection out there. You can't make it alone." The speaker, a young man, had broken up a knife fight at a local hall just the night before.

Don't Young People Have Enough to Do Keeping Themselves Safe?

Personal safety tactics—how to reduce chances of being a crime victim by avoiding hazardous situations and making it harder for criminals to succeed—are vital to self-protection. And self-protection is important for adults, adolescents, and children. But as the young man from Oakland so eloquently said, "You can't make it alone."

Most young people don't want to make it alone. By their very nature, adolescent years are the time for widening of horizons to taste and test the institutions, roles and communities they will shortly be dealing with as adults.

> ***(a) budding sense of self which is not only inward but also outward to friends, and beyond friends to the larger social order they are beginning to discover and explore. . .[9]***

Teenage horizons expand to include wider ranges of friendship, to reflect broader interests, toward the important career and personal decisions they will soon face.

Aside from teenagers' increasing desire to participate in the community at large, they are smart enough to understand that their personal safety can be assured only if their neighborhoods and communities are safe.

But I Found My Own Way When I Was Growing Up!

Somehow or another, we all learn how to be adults. In years past, we learned from experiences acquired in our teens. The struggles of farming and the burdens of less technically advanced existence meant that everyone in the family—and the family was an extended group across and within generations—had to take part, to pitch in, to do a share. But ". . . from this came also the knowledge of one's talents and limits. . . the struggle saw the young graced with . . . integrity of accomplishment. . . ."[10]

Within the past generation and a half, the social framework has undergone dramatic shifts.

- Within the next ten years, half of all children will spend a significant portion of their lives in a single-parent family. Results: less daily interaction with both parents; greater probability of latchkey status, with no parental interaction during a substantial part of the child's day.

- Americans are having fewer and fewer children per family; the two-parent multi-child family has become an anachronism. Result: fewer sibling role models, less older-to-younger child supervision and instruction.
- Fewer and fewer families live in an extended family environment. Not only does Grandmother no longer live in the same house with the family—she and Grandpa may live in a different state half a continent away and may still be working! Result: fewer opportunities for intergenerational sharing and teaching.
- Housing has become generationally segregated, with younger families moving farther and farther into the suburbs or the country; older relatives unwilling or unable to afford relocation remain in cities or close-in suburbs—or move to "retirement" communities. Results: a less balanced neighborhood environment; less exposure to diversity of lifestyles and age groups.

- Fewer and fewer adults are available during the day or are located where they can assume even cursory surrogate, model and consular roles for adolescents. Result: Forced reliance on peer group for any sort of support and modeling; reduced opportunities for informal learning.

Thus, young people, themselves still vulnerable, have fewer resource adults to whom they can turn for personal safety, as a source of values and role modeling, and as counsel—let alone for extending their experience beyond self and nuclear family to the larger community.

Why Involve Young People?

Young people are drastically short-changed if their roles are limited to targets and recipients—what we have called "***at and for***" approaches. "***At and for***" attitudes suggest that the adolescents in questions are and rightly ought to be objects, not subjects, of service. To limit teens to passive roles denies their growth, their interest in and need to learn about the community, and their ability to make adult-grade (and sometimes better) contributions.

Community crime prevention offers new vistas for permitting and encouraging young people in positive and valued contributions to their friends, families and communities. The traditional and still necessary instruction in self-protective behavior, and services to help young people deal with challenges and problems of adolescence, in and of themselves do not directly acknowledge or utilize teenagers' talents and/or broaden their perspective.

A shift in thinking is required—a shift in the thinking of police, principals, sheriffs, social workers, district attorneys, teachers, probation officers, youth group leaders, crime prevention practitioners, youth workers, and others.

The new focus should be on community activities such as crime prevention "***with and by***" young people. They should be expected, not just encouraged, to take responsible roles, and to extend their services outside family and close friends. They should be valued as assets in their communities.

12

But what can these kids do?

Generally, the same crime prevention activities as adults! Crime prevention needs all the resources it can get; police are not always there; adults have other pressures. Young people have problems and pressures, too. But they can be expected to chip in and do their share for their community. And the results are striking.

Young people have run Neighborhood Watches (regular adult version), Youth Crime Watches (making their own schools safer), Operation ID programs, and other traditional crime prevention efforts. They have fingerprinted children, taught self-protection to older people, engaged in classroom instruction for elementary school kids, cleaned up graffiti, repaired vandalism, and provided patrols of crime-troubled areas.

Whole neighborhoods join in, on foot, from homes, on bikes to keep streets safe in Flatbush (Brooklyn, NY). Photo courtesy Joseph Ramos, Asst. Commissioner NYPD

This sounds fine in theory, but. . .

This is not theory. It is the distillation of facts, of real experiences, from real people in real places throughout the U.S. and Canada.

The programs cited in this book were picked because they were good ones, but not because they are run by supermen, superwomen, or superteens. We sought programs which had sprung from community need and interest, which had realistic goals and a demonstrable track record of positive results. We looked for sound programs which had achieved community support.

But we were not interested in running a competition for the "top ten" or "top twenty." If the blending of youth and community crime prevention worked, it had to work in all kinds of circumstances, not just "the best."

Equally, we refused to limit our selections to youth service programs, or to police and sheriffs' efforts, or to any other special group's approach.

A wide net was cast throughout the social service and criminal justice communities, into the literature, and across the government and volunteer realms for programs which met three criteria:

- Programs had to involve crime prevention, not simply youth-in-action.
- Young people (roughly 10-20 years of age) had to be active and responsible participants in service delivery.
- The programs had to involve active community outreach, with services aimed not at the participants but at others.

Broad geographic spread was a goal. Programs were sought in core city areas, suburbs, rural settings, small towns. Diversity of crime prevention activities, age levels and target populations was another search criterion.

Some informal efforts did exist. One parent from a Long Island (NY) community involved neighborhood teenagers along with adults. "These are the kids that help me run Neighborhood Watch. They're practically my most active volunteers!"

14 Such national resources as NCRY (the National Commission on Resources for Youth), the Center for Community Change, the National Criminal Justice Reference Service and CIVITEX (the National Municipal League's database) were queried for possible program leads. Calls to active state and local agencies were placed. Personal networks in crime prevention and youth work were activated.

Frequently, "at and for" programs were offered — in themselves extremely good, but not within our bounds. The profferors, advised of our search for "with and by" programs, expressed strong interest. Their enthusiasm for the concept was frequently a spur to greater effort when the search lagged; it became clear that there were receptive audiences.

Field visits and interviews with youth and adults were conducted in many instances. These yielded invaluable insights. In particular, they helped clarify the need for "customizing," for avoiding automatic replication in favor of designing a program which meets your specific needs. The keys, as you will see, are process rather than substances. These programs succeed not because of what is done, but how it is done.

Even as this book goes to press, we have learned of still other programs which offer exciting ideas — high school students in George Washington High School in Los Angeles working with senior citizens; junior high students in Schenectady, New York developing a self-protection course for elementary students; a regional effort in the Sacramento, California area to encourage high school students to tackle community crime prevention through a leadership traning conference; Future Homemakers of America chapters offering child protection training

Throughout the search for programs, emphasis has been placed on programs which rely less on funding than on community support, on activities which could be helpful in many communities, on ideas which can be adapted to local needs, and on programs run by volunteers or small groups, not by massive bureaucracies. This book is meant to lead to action by people, like you, whose communities have crime which needs preventing and youth who need opportunities to demonstrate their ability to make a difference.

NOTES

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8. U.S. Department of Justice (Office of Justice Programs), "Got A Minute? You Could Stop a Crime (Washington: U.S. Government Printing Office, 1984), pp. 2-3.

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TWO PRIMERS

This book addresses a diverse audience. Many of you will be familiar with crime prevention but not with youth development issues; others will be comfortable working with youth but unclear about the elements of community crime prevention. Still others may not have formal grounding in either discipline, but as intelligent and concerned citizens want to do something about crime and/or something to help young people.

Crime prevention in the United States has traditionally used law enforcement agencies as a focal point. The knowledge of crime that police have from experience and the technical expertise they acquire makes them natural resources for citizens who want to curb crime in their communities. Much has been learned about effective crime prevention since the late 1960s.

Developing programs for young people ages 10 to 20 has traditionally been the province of youth service agencies and bureaus. The concept of youth taking significant responsibility for programs — creation, development and delivery — had its birth and growth in this environment predominantly in the late 1960s as well.

The two quick primers which follow offer an introduction to youth as resources and to community crime prevention. Select the portions right for you.

CHAPTER 2

19

A PRIMER ON COMMUNITY CRIME PREVENTION

Background and Basics

Crime prevention became a recognized tool in crime control during the late 1960s and early 1970s. The crime rate was soaring; civil disorder had swept through cities across the nation; urban decay had become a costly social and economic problem. Americans were citing crime as their greatest personal fear and the greatest problem facing their communities.

Various Federal programs tested what worked in restoring to communities a sense of safety and control. A pioneering legislative measure was in fact termed the "Omnibus Crime Control and Safe Streets Act of 1968."

These programs helped train police, improve equipment for local forces, establish (or upgrade) criminal justice planning for state and local governments, and to generate citizen crime prevention efforts. The Law Enforcement Assistance Administration (LEAA) has been credited with bringing citizens actively into the fight against crime. One police chief wrote:

> *The decade of LEAA. . .saw police administrators turning to the public and admitting that they, the police, could not shoulder the burden alone — citizens needed to help. . . .Only a few police agencies would have felt the need or desire to mount a campaign enlisting citizen, involvement. . .had the LEAA not been created.*[1]

What is crime prevention? It includes the protection of person and property through strategies which reduce opportunities for or increase risks of criminal conduct. One widely accepted definition is "the anticipation, recognition and assessment of a crime risk with appropriate action to reduce that risk." The goal? To "give notice to the would-be offender that a criminal act may be more trouble than it's worth."[2]

Effective community crime prevention is much more than fortress mentality, and therein lies its strength. It is not vigilantism; it is prevention, not apprehension; it is participation, not prosecution.

Over time, scholars and practitioners have been able to demonstrate that crime prevention can work, does work and will work in all kinds of environments and socio-economic settings.

Crime prevention can be a powerful starting point for community development, and integrates well with other community efforts. Multi-purpose community organizations have incorporated crime prevention with housing rehabilitation, tenant protection, commercial revitalization, job creation, anti-pollution efforts, community gardens, recreation programs for young and old, nutrition programs for the elderly, and victim-witness programs.

How to gain a handle on the broad sweep of crime prevention? Envision concentric circles with self/home/family at the core, neighborhood next and community encompassing both. Successful crime prevention generates action and awareness throughout this environment, building personal, neighborhood and community safety and security and reasserting positive community control.

Guarding the Home Front: Just Step One

Crime prevention at its most basic includes personal and individual actions to protect self, family and personal property. These activities can be classified as target hardening, environmental design, observation techniques and behavior modification.

Target hardening, as the name implies, makes it more difficult and time-consuming for the criminal to get at his "target."

Deadbolt locks, "charlie" bars, pinned or locked windows, cargo covers, alarm systems, and similar devices all aim to make it difficult if not impossible for the criminal to strike that particular target.

It is possible to make your home safer with pruning shears, crime prevention experts have pointed out, by trimming hedges which can offer muggers or burglars concealment. Brighter porch lights, "peep-hole" in-door observation devices, and elimination of concealing debris in yards are all examples of how wise environmental design can cut chances of crime.

Observation techniques range from learning to recognize (and deal with) suspicious behavior to memorizing descriptions of perpetrators; from using peripheral vision while walking down a street to recognizing that a vehicle is following you (and what to do).

Behavior modification can mean simply thinking out errands and trips to avoid unsafe areas; travelling in groups or at least with someone else whenever possible; checking back as well as front seats and floors before entering the car; not carrying large sums of cash.

From Self to Community

But each of these categories can and should extend beyond self and family. Lessons learned in self-protection transfer to the broader plane of community security. Applying these lessons is only part of the secret of success. Along with them, there must be community involvement and engagement, a marshaling of all resources — seniors, youth, children, homemakers, business owners, executives, police, government officials — to reassert the community's identity and its right (and intent) to control its environment.

Target hardening becomes securing neighbors' homes (helping the elderly, the handicapped, the unmechanical, for example) and public buildings as well as your own home. It becomes a shared task, often with reduced costs (group purchases, for example) as an ancillary benefit. The safeguard expands beyond your home to your entire neighborhood.

Environmental design extends itself to sidewalk, street, playground and parking areas; hallways and foyers of apartment buildings also get the safety design treatment. Community clean-ups cut back on criminal hang-outs, and neighbors take new pride in using and maintaining their property.

Observation strategies take on more positive tones as community members pitch in to watch each other's children, report

Active participant in her Neighborhood Watch, Mimi Marth demonstrates that crime prevention is a job for all ages.

suspect behavior, keep an eye on each other's property. Neighborhood Watch and similar crime watch programs in residential, business and mixed communities insures that questionable behaviors, from strangers approaching neighborhood children to a scream you hear in the night, will be brought to the attention of the police—hopefully *before* a crime is committed. But even if the criminal has struck, trained and alert neighbors can provide invaluable assistance by promptly calling police and giving crucial identifying information. Even more important, neighbors can provide vital support to victims of crime — accompanying them to court, taking care of children, providing a sympathetic ear, or helping them find counseling to deal with the trauma of crime.

Behavior modifications include renewed sense of common ownership of streets, play areas, sidewalks, and other community lands and spaces. It encompasses a sense of reassertion by residents and business owners that the streets belong to the people, that the community refuses to accept intimidation. Community behavior modification can be as simple as people using their front yards to chat with neighbors, or as structured as setting up neighborhood potlucks and clean-ups to get people outside the walls of their homes and involved with the neighbors around them. Defying the fortress mentality not only strikes at crime but reconstructs the spirit of the community.

Crime prevention, if it is to work, goes beyond specific anti-crime actions to help reweave the very fabric of neighborhoods and communities.

Beyond Reaction to Reassertion

The experience of the 1970s showed incontrovertibly that crime prevention is not a simple mechanical process. It cannot be left to law enforcement alone.

Why? Dr. Paul Lavrakas, one of the pre-eminent crime prevention scholars in the United States today, holds that

> ***the criminal justice system (including the police) can in most instances only react to crime, not prevent it. . . . What seems most clearly needed to prevent most instances of crime and other anti-social incidents is a caring and vigilant citizenry.***[3]

24 Community involvement is critical for the prevention of crime. As realization dawns that community conditions can permit or encourage crime, measures to prevent crime necessarily push themselves onto the communal decisionmaking stage. Street lighting, safe home programs for school children, neighborhood watches and phone alerts all require a renewal or reconstruction of neighborhood and community fabrics. Recognition of this fact on the national level is reflected in renewed emphasis on local and regional initiatives, with national support in the form of conduit for know-how and networking.

Columbus, Ohio provided a recent and informative case study. Block watches set up solely through the police department did not become self-sustaining. When restarted as part of a community mental health effort, they thrived. Joseph Pilotta, who studied this phenomenon, concluded:

> ***Successful community crime prevention will only work if community solidarity is generated. Communities must replace their feelings of powerlessness and isolation with a sense of control. . . .a community (must) utilize its own resources to solve its problems.***[4]

Pilotta agrees that crime prevention practitioners can and must play useful roles. They are the repository of technicial knowhow and lessons learned from experience. They are a vital link in the network which shares information and new developments. But the community itself must assert control.

Police and citizen partnerships can work anywhere. Detroit was hit hard by crime. But Detroit's police leadership pressed for decentralization, for prevention, and for engagement with the community. Results: Nearly 60% of Detroit's citizens have signed on with Neighborhood Watch; crime is clearly down.[5]

Boston Public Housing's Security Director, Milt Cole, summed up the reality: "I tell residents, 'If you want crime, you've got it; if you don't want crime, you can stop it.' And they do."

> *While no neighborhood is exempt from crime, local areas with strong social networks, committed residents, and informally enforced standards of behavior experience less crime and fear.*[6]

Crime prevention can build these networks. The comfortable suburban neighborhood of Sumner, just north of Washington, D.C. found out. "Before the burglaries, Sumner was typical of thousands of suburban communities. People kept pretty much to themselves," the Washington Post reported.[7]

But now? "They (Sumner residents) have emerged from a six-month crime wave with new friends and a sense of community they never had before. . .People started telling neighbors when they were leaving town. . .when somebody was late coming home, neighbors would take in the newspaper and the laundry." Fear and anger have built a coalition which has gone beyond burglaries to traffic, potholes, schools and other civic concerns.

Neighborhood cohesion grows, a sense of control and community is established or restored, and the potentially vicious cycle of crime, engendering fear, engendering withdrawal, encouraging more crime is broken even before it starts.

Crime prevention pays direct dividends, too. It prevents crime. Detroit's Neighborhood Watch efforts generated as much as a 58% drop in crime in target neighborhoods as compared with controls. In Springfield, Illinois, the crime rate went down 13% in 3 years when other urban Illinois communities where experiencing a *rising* crime rate. The small Illinois town of Jerome not only slashed its burglary rate but increased its arrests *and* won a new spirit of community-police cooperation.[8]

There are thousands of blocks and neighborhoods throughout the country which can point proudly to their success in reclaiming their streets and parks, reasserting dominion, and rebuilding communities.

Pennsylvania crime prevention officials have sold local police chiefs on community crime prevention by citing its benefits, including "measurable reduction in crime, more effective management of crime, improves community relations, improves

One Detroit neighborhood found that fighting back by community organizing pays big dividends.

economic conditions [in the community], and enhances the quality of life." That list comes not from theory but from the testimony of other police chiefs who tried crime prevention and liked it.*

What Does It Cost?

The community bill is small — in cash. Hardware is not generally costly; communication is inexpensive; signs, flyers and stickers require minimal investment.

Problem definition and program design do sometimes require external technical assistance. The Eisenhower Foundation points out in its Neighborhood Program Guide: "Neighborhoods vary in problems and currently available resources. Programs to reduce crime must be carefully designed to take these unique characteristics into account."[10] On the other hand, crime analysis, strategy selection and program design and implementation may require nothing more complex than a telephone call to, and a few meetings with, the local crime prevention officer.

The chief investment is personal — the commitment to obey the law and to reduce opportunities for others to break it; the assumption of a sense of control over environment and of shared responsibility for the well-being of the community and willingness to care for one's neighbor.

Lavrakas states plainly the reason individual commitment is crucial:

> *Historically, humans took for granted that they were primarily responsible for their own safety. As population density grew and cities formed, institutions such as the police developed. . . . But even then, it was the behavior of the citizenry, not the police, that ultimately determined common security . . . we grievously erred when we . . . ascribed to them the power to prevent (and thus reduce) "crime" and "disorder," in the broader sense.*[11]

The cash outlay for community crime prevention is not high; the potential reward is great. The investment can and should be made by every individual.

And It Saves Money!

Every crime prevented is one less that police departments must investigate, that courts must hear and judge. All these avoided costs mean either lower taxes or less increase in taxes.

Even more important, the victims are spared not only the financial loss but the emotional and sometimes physical loss that arises from their victimization.

A less tangible, but no less a substantial saving is the preservation of community health, the restoration of borderline neighborhoods, and the maintenance of healthy tax base and community services.

But some reasonably conservative cost-benefit studies have demonstrated the dollar value of crime prevention as well. A careful study of eleven prevention programs funded by the State of Wisconsin suggests cash savings sufficient to cover all but $4,000 out of the entire eleven programs' costs. Seattle's prevention program saved an estimated forty percent of the program's costs — again, counting dollar savings *only*. A New Zealand cost-benefit analysis of Neighborhood Watch in the community of Dunedin found that for a direct cost of $422, a saving of $6,601 in avoided criminal justice costs was realized — almost a 1500% "return on investment!"[12] A bargain by any standard!

NOTES

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A PRIMER ON YOUTH POTENTIAL

In assessing young people as potential resources, it is important to understand what appeals to them and what makes them tick. In this section, we will explore some basic ideas about youth, and how those ideas relate to their capacity to act as community resources.

Youth for our purposes will be persons approximately 10 to 20 years of age. This does not minimize the powers and capacities of 9 year olds, nor does it suggest that 21 year olds are beyond the pale. It simply provides a rough yardstick to bracket those human beings undergoing the transformation from dependence to independence, from childhood to maturity.

The path through adolescence may be straight and easy or winding and rough. Experts have identified similarities which seem to outweigh the differences and help shape the concept of adolescence. Here are some findings on adolescence and especially those features which can help make young people willing and eager volunteers of their energy and initiative.

Using these traits productively in community crime prevention is is an attractive idea, grounded in need and opportunity: need for youth to grow and to learn more about responsibility, need for community safety and security, opportunity for these two needs to come together and fulfill one another.

30

Young People Need Opportunities to Grow

Adolescence, that interregnum between childhood and adulthood, can begin at age 10 and may not end until after age 20. Its physical manifestations are well documented. Equally well documented is the fact that these occur at varied ages and varied paces. No two 13-year olds or 16-year olds or 17-year olds are just alike.

The same holds true for intellectual and emotional development patterns. No two adolescents grow at precisely the same rate and in the same ways. But although timing and details may vary, the path travelled is essentially the same for all.

Although adolescence has been viewed by some as a "holding" time between childhood and adulthood, adolescents may well be at one of the most mallable stages of their lives. They make a dramatic shift in their method of learning — no longer just reasoning on the basis of objects (things) and physical experience but on the basis of symbols and concepts. This powerful new ability helps them reach out to a broader and more abstract world.

Certain developmental requirements for the emotional and intellectual growth of adolescents have been identified by researchers. Gisela Konopka's landmark article "Requirements for Healthy Development of Adolescent Youth" inventoried in detail the social, intellectual, and emotional growth during adolescent years. She found that meeting the needs:

to participate,
to learn decision-making through experience
to develop a sense of accountability
to grow in self-awareness and self-identity
to be able to explore adult roles without irrevocable commitment

was critical to the successful evolution of children through adolescence and into maturity.[1]

A thoughtful paper by the Boys' Clubs names four identity components sought by youth as they reach for maturity. "(1) a sense of competence; (2) a sense of usefulness; (3) a sense of belonging; (4) a sense of power or potency."[2]

These needs may be met in many ways, positive or negative. But they will be met somehow. How the society and its adult members deal with these needs often dictates the direction of adolescent growth.

There is evidence that adult society has not been terribly responsive in recent years to these needs: "[adolescent] roles as worker, friend to adult, citizen and member of community. . .are little studied. . .adolescents are, in fact, excluded from opportunities to practice them. . ."[3]

There is also evidence, however, that this unresponsiveness is a relatively recent development.

Growing Up Today - How is it Different?

Adolescence begins earlier and earlier in each decade; it extends longer and longer, with contradictory results:

> *A paradoxical movement in opposite directions results from a shorter biological childhood and the longer social childhood afforded (or forced upon) adolescents. . . an earlier onset of puberty coupled with extended time to explore and determine future possibilities and present potentials.*[4]

The Coleman Report on Youth termed today's young people "information-rich" and "action-poor" in contrast with their counterparts a century ago who were "action-rich" but "information-poor."[5] And the distinction is vital, because learning requires both skills (information) and experience (action).

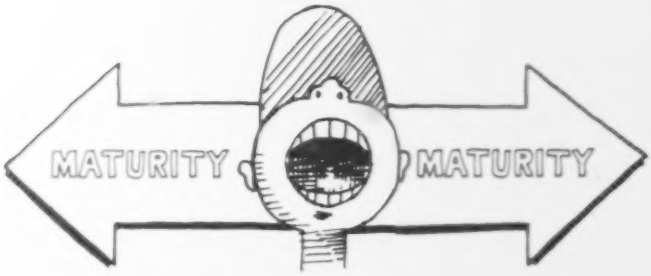
Uri Bronfenbrenner, Professor of Human Ecology at Cornell University, suggests that opportunities for responsible action form a vital arena for youth, especially because support systems which formerly helped shape children and adolescents — extended families, stay-at-home parents, etc. — have largely vanished, with no compensating replacement system. Bronfenbrenner terms involvement with adults a universal need: "...all species require the involvement of the older generation in order to grow to become competent and cooperative."[6]

Bronfenbrenner deplores the real possibility that a high school graduate may never have known well an adult besides close relatives, and may never have performed a useful service for another. Equally appalling, adults may not even know children of their close neighbors. Giving young people the opportunity to become community resources is one way to close these experience gaps.

A further problem emerges from increased reliance on technology and the concommitent need for advanced skills. Job possibilities for many teenagers who might once have moved into full-time work have been sharply cut.

The result of all these developments?

> ...*more and more of our young people are indefinitely stuck in an adolescent limbo despite their psychological need for involvement in the adult world and their biological maturity.*[7]



Being pulled in opposite directions by physical and social maturity can be a painful experience

Adults Have a Stake in Youth

Each generation leans on the others — for support, renewal, reinforcement, affection, knowledge. Tomorrow's retirees will be fed, clothed, cared for by the adolescents of today. Many of today's adults — the baby-boom generation for example — will live for 50 years or more with the consequences of behaviors, values and standards implanted in teenagers today.

Personal value formation starts in early childhood. But community values get formed in the youth years. "During early adolescence, we begin to form a sense of commitment to our personal destiny and to the society we live in . . ."[8] The quality and depth of that commitment is at stake.

Youth learn from adults, or they learn from their peers. Which will happen is up to the adults. The National Commission on Resources for Youth suggested that the choice in many cases has been made by default: "Almost without realizing it, we find ourselves living in a world in which youth speaks mainly to youth and adults speak mainly to adults."[9] If adults want their values and their priorities to be preserved by coming generations, they must insure that those standards are passed along.

Why don't adults realize this about teenagers? There is an essential paradox in adult behavior:

> *Adolescents are segregated from the rest of society, put on "hold," told to be responsible but given no outlets for responsible action, and left largely to the company of their peers."*[10]

Teenagers perhaps rely on their peers more heavily now than in generations past. Rather than absolving adults of their obligation and stake in these young people, it reinforces them.

Assuming that adults want to interact with youth, the next question is how. Using young people as community resources is one answer — a positive one.

But Teenagers ARE the Problem!

No one claims that teens are perfect. Imperfection is part of the human condition. Both adolescents and adults engage in activities which are less than socially relevant — or downright unacceptable.

34 It is a fact that teens, most often victimized by crime, are also disproportionately represented among the victimizers. But the negative image of teenagers is formulated as much by adult imagination as by reality. "The mere sight of a group of young people socializing on a street corner often creates the impression that trouble is afoot."[11]

The problem? Adolescent development specialist Joan Lipsitz put it into startling perspective: "We allow stereotyping of 'teenage behavior' in our media and in general conversation that would be offensive to most were it in reference to race or religion."[12]

Forgotten in adults' reflex responses are Eagle Scouts whose achievements include community service; teenage "candy-stripers" who help in hundreds of hospitals; 4-H and Camp Fire and other youth groups whose members invest hundreds of thousands of hours annually in productive effort.

Young people themselves are aware of the problem:

> *One of the things the Dade County [Florida] Youth Council was anxious to prove was that "youth" does not represent a single point of view as many think, but that youth, like the adult community, is filled with lively, healthy disagreement.*[13]

Some young people are not ready joiners of formal groups, but they have the same developmental needs as the team captains and student council presidents. Their need to learn the values and skills useful to adults, and to develop an awareness of the larger community beyond family and friends are equally compelling.

Service Beyond Self

> *I have often admired the extreme skill with which the inhabitants. . .succeed in proposing a common object for the exertions of a great many . . . and in inducing them voluntarily to pursue it.*
>
> *Alexis de Tocqueville, Democracy in America*[14]

Yet this American tradition, this cultural ethos has too seldom been invoked to the benefit of young people who want and need these helping roles and the experience they bring.

To improve the view for the whole community, San Antonio Project PRIDE workers designed and painted a massive mural — over 100 feet long — to take the place of graffiti.

Photo courtesy NE Independent School District

Nobody benefits if schools become the scene of gang violence. One program of Bay Area United Youth mediates between gangs to help school officials preserve peace.

Photo courtesy S.F. Examiner

30 Parents are, of course, the greatest conveyors of standards and values as children grow, but however vital their role, they cannot, by definition, offer the broadening of horizons and extra-familial growth adolescents seek.

Young people need opportunities to grow, to learn, to undertake responsible actions and make decisions, and to make a difference in their communities and in the lives of the members of their communities. Professor John Mitchell, who has written extensively about the process of growing up through adolescence, posed the challenge as one of " . . .how to educate and socialize youth while at the same time creating opportunies for them to make a genuine contribution to their culture."[15]

In the late 1960s, the National Commission on Resources for Youth (NCRY) was formed to help identify, create and encourage such opportunities. Its "youth participation" model has become the benchmark for constructive engagement of youth with the community. Its model deals with process rather than substance; the process involves four major components:

> ***action in the community that meets a real need, opportunities to work in a collaborative relationship with peers and adults, a share in planning and in making decisions, and reflection.***[16]

The programs identified by NCRY have ranged far and wide: young museum guides, peer tutors, local history writers, medical clinic aides, young entreprenuers in profit-oriented businesses, community youth centers (run by young people), to name just a few. What these have in common is youth helping others and honing their own skills and capabilities as part of the maturing process.

By focusing on *how* it is done rather than *what* is done, NCRY recast the debate and discussion about youth as resources in this nation. No longer would young people be merely the targets of adults' ideas of what is best. Right? Well, not quite! But the issue had been engaged, never again to be relegated to pipedream status. And some answers were being found to that question, "How *do* we help our children grow through (and during) adolescence, enabling them to mature and gain the abilities they will need as adults?

Other methodologies have been developed; other resources have become available since NCRY began in 1967 (about the same time as crime prevention!).

Positive Peer Culture, a means for converting peer interaction and pressure from a debit to a credit, has achieved success in several institutions where delinquent juveniles were nearly out of control. It is now being used in Toronto and Omaha schools to help curb incidents and crimes there.[17]

Positive Youth Development, a tool for integrating community members — adult and youth — to address community problems, including those of youth, has become so successful that Wisconsin funds it as a permanent statewide resource. Projects generated by PYD have included both traditional and innovative crime prevention related efforts for young people.

Youth Action Teams, a concept devised and executed by young people in the San Francisco area, involve problem-solving teen teams who in many cases take on a community project for academic credit with the consultation of an adult advisor. The problems have ranged from ecology and environmental issues to youth employment, from drop-in community centers to teen-oriented newspapers.[18]

Other techniques, programs and resources exist for working with young people in a positive and constructive community environment. We shall talk about some of the key principles such programs share in Chapter 5. But first, let us turn to the mixing bowl and see how well community crime prevention and youth participation blend.

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EVERYWHERE, EVERYTHING, EVERYONE!

Community crime prevention encompasses the entire spectrum of the civic body. Young people can and do provide responsible and significant service in all types of communities, to all kinds of people, in many different ways.

The universe of possible programs is limited only by needs, willingness, and imagination — teens' as well as adults'. The most vivid picture we can paint is with examples of the amazing variations on the theme; the many places, participants, guises, sponsorships, and services which already exist. The invitation is open.

WHERE ARE THEY?

They're everywhere! Effective programs are located in all parts of the United States and Canada. The simplest way to demonstrate is to list the cities, towns, and states represented in the programs described in this book:

Boston, Massachusetts
Plainview/Old Bethpage, Long Island, New York
New York City (East Harlem and Flatbush), New York
Oneida, New York
Montreal, Canada
Toronto, Canada
Ontario, Canada (province-wide)
Laurel, Maryland
Point Pleasant, West Virginia
Paw Paw, West Virginia
Washington, D.C.
North Carolina (statewide)
Tampa, Florida
Miami, Florida
Cleveland, Ohio
Louisville, Kentucky
Huntingsburg, Indiana
Cook County, Illinois
Forest Park, Illinois
Wisconsin (statewide)
Waukeshau, Wisconsin
Omaha, Nebraska
St. Louis, Missouri
Kansas City, Missouri/Kansas
Plainview, Missouri
San Antonio, Texas
Lackland Air Force Base, Texas
Sterling, Colorado
Tucson, Arizona
Oakland, California
Santa Ana, California
Redondo Beach, California

ONTARIO
MONTREAL
EXPLORERS AND SCOUTS NATIONWIDE
WISCONSIN
TORONTO
ONEIDA
BOSTON
WAUKESHA
PLAINVIEW OLD BETHPAGE
CLEVELAND
NEW YORK CITY
COOK COUNTY FOREST PARK
PAW PAW
OMAHA
LAUREL
WASHINGTON D.C.
OAKLAND
STERLING
KANSAS CITY
ST. LOUIS
LOUISVILLE
PLAINVIEW
HUNTINGBURG
NORTH CAROLINA
REDONDO BEACH
SANTA ANA
TUCSON
LACKLAND AFB
SAN ANTONIO
TAMPA
MIAMI

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The diversity is more than just geographic. These programs are found in every type of community — urban core, suburban, medium sized city, small town, metropolitan, county-wide, state-wide, rural. An effective program does not hinge on one particular type of community.

Here are examples:

Inner City - Urban Neighborhoods

Urban areas frequently are besieged by crime. The mere fact of larger numbers of people compressed into a relatively small space means that any incident becomes more immediate. But it also means that the young people involved can help more people in a given area.

Boston's Public Housing Authority deals with some of the least well-off residents of a complex urban area. Its program to enlist youngsters in community safety and crime prevention has created a corps of young "doers" who want to make their projects good places to live.

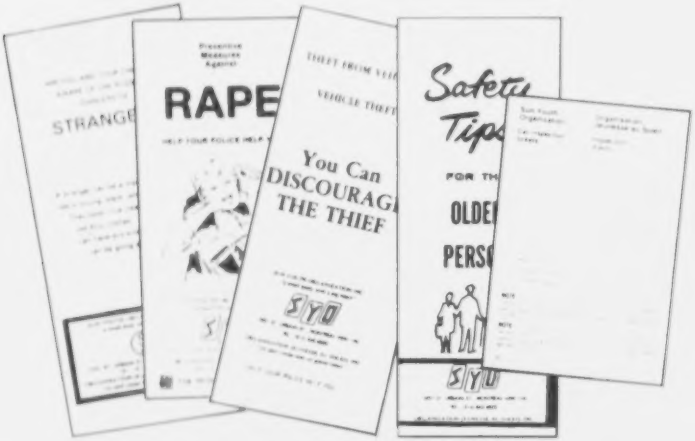
In New York City, East Harlem's Youth Action Program has long been a beacon of functional youth participation. It has mobilized youth as escorts for senior citizens in housing developments, as peer counselors and tutors, and in community redevelopment including the actual renovation of a 13-unit apartment building and several homes.

Oakland, California young people — all leaders of street organizations (which some would call gangs) — have banded together to work with city officials to provide jobs for members which also improve the community and curb crime.

High school students in Toronto, Canada are learning to help their fellow students and to defuse situations which could lead to violence or other crimes. The program has been credited with markedly improving the safety of students and the learning environment.

Police officers in Washington, D.C. were tutored in Spanish by youth in the Hispanic community and paid their teachers with tutoring help in school subjects.

In the Flatbush section of Brooklyn, New York, the Flatbush Development Corporation has employed teenagers during the summer to get abandoned cars off the streets — a complex task requiring negotiating skills, persistence, and willingness to tackle city bureaucracy.

The Sun Youth Organization in Montreal, Canada is home to a comprehensive community anti-crime program whose services are delivered almost entirely by the youth, ages 12-20, who live in the central Montreal neighborhood.

Sun Youth brighten their Montreal neighborhood with informative crime prevention brochures.

City - Metropolitan

Citywide programs, or those which do not focus on particular neighborhoods, can be useful in their very breadth. By involving teens in duties which may well be within their neighborhoods but bring them into programs which extend beyond those boundaries, such programs do double duty in extending the opportunities for growth and responsibility.

In Tampa, Florida, Teens on Patrol provide security, program support, and community liaison for recreation workers, municipal swimming pool operators, Boys' Club participants, and police.

The youth of San Antonio's Northeast Independent School District devise and operate their own Project Pride program, to reduce vandalism and unruly behavior and to reward positive examples.

Cleveland teenagers serve as role models and resources for 5-8 year old children at risk through the Child Conservation Council's Big Buddy-Little Buddy program.

Santa Ana, California young people ages 5 to 14 combine crime prevention and folk dancing — entertaining and educating their peers, their parents, and the entire community.

Folkloric dancing entertains crowds, garners admiration for the young performers, and helps lend credibility to community crime prevention efforts in Santa Ana, CA.

Photo courtesy Adelina Vargas

Dade County, Florida students, fed up with assaults and robberies in their schools, linked with parents, teachers, police, and school officials to form a Youth Crime Watch, which has won national awards for its success in improving school security and in fact the entire atmosphere of the school, along with reduction in crime.

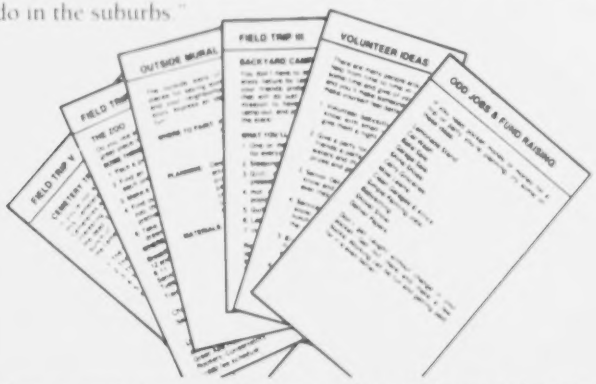
Suburban

It is now recognized that teen environments in the suburbs can be fraught with as many challenges and problems—albeit different — as those of urban youth. Conversely, they have as many opportunities for community service.

Teenagers in Plainview, Long Island, New York found it hard to believe that a diner full of people could be held hostage by thugs without someone noticing and calling the police. They organized themselves, then organized their parents and other adults

into Neighborhood Watches, and have educated young children and seniors in personal safety.

Cook County, Illinois youth banded together to create an innovative and positive campaign, Straight Up!, their inventory of activities, adventures and experiences which are explicit and positive answers to the often-voiced complaint "There's nothing to do in the suburbs."



Dealing in good times, not drug times, these cards point the way to peer-endorsed fun for teens.

In the schools of Redondo Beach, California, young people are enlisted as junior crime fighters at the elementary school level and learn that, in addition to their own responsibility to be safe and not commit crimes, they need to help the school, the police and the community prevent crime.

The town of Laurel, Maryland is a suburb of both Washington and Baltimore. Its Kids Against Crime program enlists youth to help with a wide range of community anti-crime efforts including public education and peer instruction.

Medium and Small Cities and Towns

Although smaller cities and towns have different challenges and resources, they nonetheless can and do provide first-rate opportunities for young people to shine in community crime prevention services.

Waukeshau, Wisconsin has a corps of high school students who are also teachers. They instruct fifth, sixth and ninth graders about the prevention of vandalism, shoplifting and sexual assault.

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In Oneida, New York the Youth Court, staffed entirely by teenagers, holds full judicial hearings to determine guilt or innocence and set penalties in all cases of city ordinance violations and many misdemeanors in which the accused is 7 to 17 years of age.

Tucson, Arizona sixth, seventh and eighth grade students have taught personal safety to fellow students and have put together their own well-received Crime Prevention Fair at a local mall.

Rural

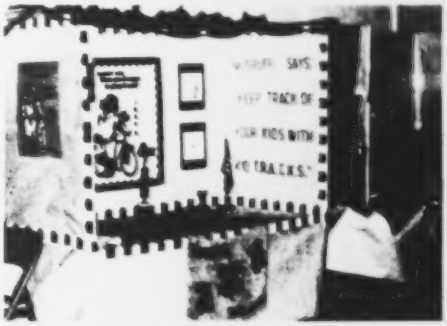
Very small communities which draw their populations from rural areas can also benefit from the energies and skills of young people in crime prevention service.

Sterling, Colorado children learn self-protection and neighborhood crime prevention from puppets operated by girls in a residential treatment facility.

Plainview, Missouri has a population of 3,500. Its high school students have taught first, second and third graders what's wrong with shoplifting. They design their own lesson plan using some basic teaching tools.

Huntingburg, Indiana is at the center of southwest Indiana farm country. High school athletic stars from the entire county teach fourth through eighth graders the dangers of alcohol and substance abuse.

Paw Paw, West Virginia young people are the observational auxiliary of the local police. A Point Pleasant, West Virginia 4-H



On its own initiative, a West Virginia 4-H group built and staffed this booth for child safety at the county fair. Photo courtesy Darlene Haer

Club operated a child fingerprinting service — Kid Tracks — at the county fair, winning awards and providing child protection information in the process.

MANY DIFFERENT HOSTS AND HOMES

What kind of organization do you need for an effective program? A functional one. Beyond that, youth and crime prevention can be linked through a wide range of institutions either designed for the purpose or already operating in the community.

Law enforcement, schools, youth centers, youth groups, and community organizations and agencies have been among the institutional hosts. Existing groups have used the concept of service through community crime prevention to rejuvenate programs; new programs involving youth and crime prevention have linked with existing institutions for stability and support.

Law Enforcement

Police: Tucson, Arizona police officers initiated crime prevention clubs for upper level students in 18 Tucson elementary schools. The students, mostly ages 11-13, have staged their own crime prevention fair in a Tucson Mall, devised competitions to promote crime prevention among fellow students, and taught personal safety and home security techniques to family members.

Sheriff: In Cook County, Illinois, the Sheriff's office has a full-scale Youth Services Bureau. It aims not at "handling" delinquent youth but at service to all youth in the suburbs of Chicago, including over 100 towns and villages. Straight Up!, a constructive set of alternatives to substance abuse and idleness designed by teens, as well as the Chicago Area Youth Poll, are among the successes of the program.

Police: Tampa, Florida's police have developed two ways young people help their communities. The Teens on Patrol (TOPS) help monitor parks, municipal swimming pools and other youth program sites during the summer, at minimum wage for half a day. Under the Work for Wheels program, younger people can earn a bicycle by performing 40 hours of community service, such as clean-ups, messenger duty, clerical tasks. The bikes are unclaimed impounded ones repaired and safety-checked by a retired bike shop owner.

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Military Police: At Lackland Air Force Base in Texas, the military police crime prevention unit sponsors Teen Crimebiters, who train in crime prevention techniques, and have special identification numbers to use in reporting questionable situations they observe around the base.

Adults appreciate the extra help provided by Teens on Patrol, and the teens enjoy working with both adults and children.

Photo courtesy Tampa Police Crime Prevention Office

Schools

High school students are the ruling majority on the Project Pride Committee for the Northeast Independent School District in San Antonio, Texas. They have established competitions including writing contests and an inter-scholatistic Pride Trophy, insisted on community service as a key component of Pride efforts, and designed their own logo, among other achievements.

Houston Elementary School in Washington, D.C. is among the home bases for a program in which 10-12 year olds provide free Operation ID engraving for community seniors — and get new friendships and help with their homework in return!

Kansas City, Missouri schools and others have provided the co-ed high school student teacher corps for anti-shoplifting instruction for first through sixth graders.

On the opposite side of Missouri, St. Louis public school students design, produce, and distribute crime prevention pamphlets to classmates and the public as part of their law-related education.

Distributive Education Clubs (DECA) in various high schools throughout the nation have provided public service education campaigns on the costs and consequences of shoplifting. It's a statewide project for DECA in North Carolina.

On Long Island (NY), Project Outreach is the joint effort of students at John F. Kennedy and Plainview/Old Bethpage High Schools, which in less than one year organized an entire community in Neighborhood Watch, provided crime prevention education to senior citizens, young children, and their parents.

Youth Groups and Centers

Explorer Scouts, under the Law Enforcement Exploring program, are key crime prevention resources in such communities as Santa Barbara, California; Fairfax County, Virginia, and Buffalo, New York.

Aunt Martha's Youth Center in Forest Park, Illinois is home to a wide range of activities, including a troupe which performs plays dealing with teen-age sexual concerns and problems — for adults as well as peers! The play becomes an opportunity to talk about sexual abuse and assault prevention as well as how to cope with questions of sexual roles and identities.

The YMCA in Montreal, Canada has undertaken crime prevention as an integral goal of that city's Operation Tandem anti-crime effort. A key element is the active involvement in Y programs of young people in such crime prevention activities as Neighborhood Watch.

Girl Scouts in the Tenn-Ark Council area developed an adult leader plus senior scout combination to effectively teach sexual assault and rape prevention to groups of girls and women. In the Kansas City area, the Mid-Continent Council has developed antishoplifting instruction for grades 1 through 6 — administered by high school age students, either in school settings or by older to younger Girl Scouts.

Members of the Boys' Club of Louisville, Kentucky organized themselves into an Operation ID Task Force, offering this property marking service throughout the community.

New Jersey and North Carolina Girl Scouts and Nebraska Boy Scouts, among others, can earn Crime Prevention merit badges which require community-oriented projects.

50 4-H clubs in North Carolina launched community crime prevention programs including education activities and Operation ID. A club in Point Pleasant, West Virginia has undertaken a child fingerprinting and safety program for its rural community.

Other Community Agencies

The Flatbush Development Corporation has united crime prevention, summer youth employment funds, and city police and sanitation forces with young people to get abandoned cars off the streets of this Brooklyn, New York community.

Teenagers of the Youth Collaborative of Dorchester, Massachusetts provide crime prevention tips for store owners and older citizens, and spot buildings which are potential arson or vandalism targets.

The Electric Generation brings in public recognition, talent, recruits, and even some cash for the TIES program in Dorchester, Mass.

The Family Court which serves Oneida, New York is the official home to the Oneida Youth Court, through its probation officer. The police juvenile services officer provides administrative support.

North Carolina's statewide crime prevention office hosts Full Court Press, which uses basketball to bring young people into community crime prevention by allowing them to earn points toward game scores for off-court prevention activities like conducting security surveys or arranging Neighborhood Watch briefings.

The Child Conservation Council of Cleveland, an independent non-profit agency is home to the Big Buddy-Little Buddy program, which it has operated since 1972. It was asked by Cleveland's school system in 1983 to put the program in every city school.

Centro de Orientacion y Servicios (Playa Ponce, Puerto Rico) has brought youth and shopping center owners together to benefit both. Young people provide parking lot security for shoppers; they can earn tips by carrying parcels as well.

St. Joseph's Hospital in Huntingburg, Indiana served as the focal point for the Dubois County Substance Abuse Task Force, which organized Athletes In Action.

ANYBODY CAN PLAY

Young participants can be many ages, either sex, joiners or loners, academically gifted or average or below average, well-behaved or rowdy or delinquent. They can come from rich families, poor families, white or blue collar families, traditional or nontraditional families; black, white, Hispanic, or Oriental families. They can all do it!

Photo courtesy NC Division of Crime Prevention

North Carolina's Full Court Press Against Crime couples rebounds and layups with safety and community security. Basketball stars in Durham offer some instruction in fundamentals to kick off the league.

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Whatever the Age

Within the range we have set, ages 10-20, young people can assume active roles in community crime prevention. Sometimes even younger children, the "want-a-be's" and "tag-alongs," can and do join in with a remarkable sense of maturity and community.

Santa Ana's Junior C.O.P.s range from 5 to 14 years of age. Older members teach younger ones as well as other children in the community.

Bay Area United Youth's leaders are roughly 17 to 23; the groups they lead include children and youth from about 9 or 10 to about 21 years of age.

The Junior Crimefighters who help keep Boston's publicly owned Archdale housing complex a safer, better place to live are all under 15. Some are under 10. But they get results!

Oneida's Youth Court personnel range from 13 to 17 years of age. Earning a particular post — judge, defense attorney, prosecutor, bailiff, clerk, etc. — is based on a combination of age and experience criteria.

Sun Youth crime prevention services in Montreal are delivered by kids 10 to 20 years of age. Younger people distribute literature and put courtesy notes on cars with unlocked doors, etc. Older adolescents organized a thorough Operation ID campaign for the community.

In Louisville, Kentucky, 14-17 year-old members of the Parkland Boys' Club aided the fight against crime by setting up a telephone bank to arrange Op ID and security review by appointment, after training by the Louisville Police.

Any Ethnic Mix

In Montreal, the Sun Youth police district is ethnically heterogenous. Over 90 separate and distinct dialects are spoken among the Greek, Chinese, Portugese and other residents. One Operation ID team consisted of a Greek, a Portugese, and a Cantonese youth, who took pride in being able to communicate with their neighbors.

Twenty percent of the students in San Antonio's Northeast Independent School District are Hispanic; East Harlem's youth are predominantly black and Hispanic; the young people of Santa Ana's Junior C.O.P. are almost entirely Hispanic. Positive Peer Culture at Bathhurst High School in Toronto works with students of Asian, Central American, Carribean and Canadian heritage.

The Multi-Cultural Intern Program in Washington, D.C. turned ethnic differences into assets, as young people instructed police officers in both the Spanish language and the cultural mores of various Hispanic groups. The officers reciprocated by tutoring the young people and helping with homework. Result: Better community relations all around!

JOINERS AND NON-JOINERS; CONFORMISTS AND REBELS

Joiners and non-joiners, leaders and followers, youth who please or displease the adult world by their behavior — each is found active in community crime prevention. It is easy to conceive of "model" students participating in such projects. But what of those who don't, by nature, join — or whose activities have not been socially acceptable?

Many of the students who galvanized crime prevention in their community of Plainview/Old Bethpage on Long Island were already involved in school activities. But as one student noted, "We started seeing people we wouldn't usually see. It became the thing to do." The program's supervisor, Dr. Richard Koubek,

noted that volunteers for the second Community Discovery Day included "a number of students I would not have pegged as volunteers. Some are definitely not 'model students'. But they are active and interested."

Many of the most effective communicators at Aunt Martha's come from broken homes and troubled backgrounds. They can talk about problems with conviction.

Tucson's youth ranged from good students to mediocre ones. Interest in crime prevention and their community, not academic status, was the criterion for joining the Prevention Clubs.

In Tampa, Florida teens are not ruled out of the competition for Teens On Patrol jobs just because of a less-than-perfect behavior record or given preferential treatment for high grades. "When I judge applications, I judge the whole person — not one incident or episode," Cpl. Tom Beury said. "And it works. We've even had a kid or two with an arrest record — and they've been excellent workers, highly prized by their supervisors."

In Sterling, Colorado girls in a half-way house — with emotional and behavioral problems — turned their mastery of puppets as therapy tools into a talent for putting on crime prevention skits for elementary students.

Candor is the order of the day in Dorchester, Massachusetts. Teenagers are explicit about what store owners should correct to curb shoplifting ("Here's how I would rip you off") and with senior citizens worried about street crime ("Here's why you're a target for mugging.")

And in Oakland, California Bay Area United Youth make no secret of the fact that some of their most active and responsible members have served time in jail.

ANYONE CAN HOLD THE REINS

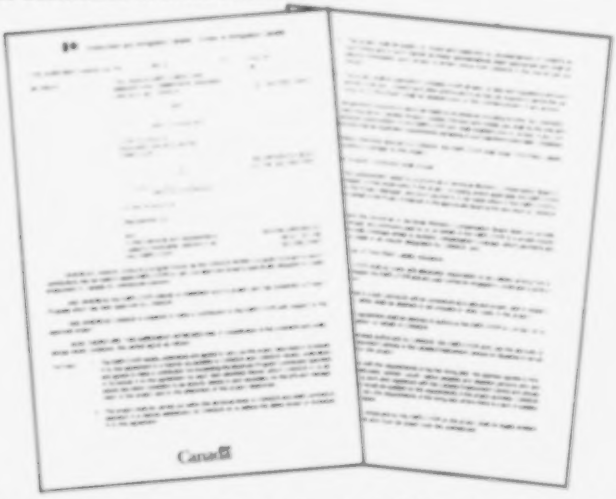
Operating a program takes effort and commitment, but it is well within the capacities of most young people. In fact, adults who have tried teen leadership have been richly rewarded by its success.

The Youth Action Program (Y.A.P.) in New York City is substantially governed by the young people who serve on its Board of Directors, with financial authority and responsibility. Pro-

gram scheduling, implementation and follow-up are the jobs of youths. In fact, Y.A.P. members have managed the rehabilitation and remodeling (in full compliance with New York codes) of several buildings!

Across the country, Bay Area United Youth are embarking on a project to renew public housing — cleaning off graffiti, repairing vandalism and neglect, and improving appearance. The program provides for strong follow-through. Young on-site residents will be hired to maintain the restored buildings.

In Ontario Province, Canada, the Summer Canada program was used to develop 43 crime prevention projects. Young people 18-22 years of age signed binding contracts with local police, hired youth staff (sometimes people older than themselves) and were responsible for operating the crime prevention activities spelled out in the contract, for managing their staffs, for all payroll and tax functions, and for necessary liaison with community and local government agencies. The sums were not small: the projects were not minor. Upwards of $25,000 could be allocated to a project with crime prevention responsibilities ranging from an unprecedented survey of needs and services of adolescents in the community to crime prevention networking for businesses in three communities.



If you work with Summer Canada, it's official! A formal contract spells out roles.

BEST COPY AVAILABLE

In Tampa, the teenage patrollers are "on their own" for most of the day, working *with* but not "under" their site leaders. The police school liaison officers who double in the summer as TOPS supervisors check in with each TOP just once a day as a general rule.

The young Junior C.O.P.s of Santa Ana, the Junior Crimebiters of Redondo Beach, and the Junior Crime Prevention Officers of Boston provide direct services — the same kinds of observation and crime reporting that adult citizens perform. In Boston, eleven-year-olds swear in new members, preside over meetings, and help design the programs they will carry out.

FROM DONATIONS TO FOUNDATIONS
(Mostly Fund-It-Yourself)

These programs, like "adult" crime prevention programs, require different levels of resource investment depending on the services to be provided. Basic needs can be met with some imagination and little cash outlay in any community — a place to have meetings, information on crime prevention, materials to hand out.

Local PTAs, churches, service groups, men's and women's clubs, small businesses, community foundations, corporate foundations with plants in your area, and local government agencies have a stake in your community and the young people who will be part of the program. Ask their help!

Project Outreach students got their donations from each other! They drew on student skills in printing, carpentry, arts, whatever was needed — and drew still more students into their community crime prevention effort as a bonus! In addition, Project Outreach benefited from the unique New York State program which specifically provides funds for *non-police*, citizen community crime prevention.

Tampa's Chamber of Commerce raised the funds for TOPs positions through local business and private foundations; the police department donated the coordination and supervision. Actual half-time paid jobs were provided.

The Canadian Government, via the Solicitor General (similar to our Attorney General), funded the salaries of Summer Canada young people. But the young people had to arrange for various services and supplies themselves, either drawing on their sponsor's resources or obtaining community support. And they proved imaginative and persuasive. One young woman convinced a local auto dealer to donate two cars for the summer to enable her team to cover their widespread territory.

In Flatbush, the crime prevention skills of the Flatbush Development Corporation are added to the job funds available from the city's summer youth employment program and the expertise of the Department of Sanitation to make that program go.

The PTA in Plainview, Missouri bought the supplies (coloring and workbooks) which the teenage anti-shoplifting instructors used as part of their teaching tools for elementary school classes.

The A.M.E. Zion churches in North Carolina have lent their support to that state's Crime Prevention Basketball League, and have provided meeting space for prevention programs. Boston Public Housing Authority covers the minimal costs (tee shirts, hats, badges and meeting room); adult residents volunteer as sponsors.

Community and youth centers which are already actively involved with young people, such as Boys' Clubs, YM/YWCAs, Aunt Martha's, El Centro and Y.A.P. have found that community crime prevention easily and inexpensively integrates with existing programs and facilities. It becomes another tool with which to reach out and build communities.

WHO STARTS?

The impetus can come from anywhere or anyone — a community problem, a teen concern, a single episode that triggers reaction, a concerned adult, a youth group fed up with crime, kids looking for constructive activities.

Young people were the generating force in Dade County's Youth Crime Watch and in Project Outreach. In Waukeshau, Wisconsin the community's problems and priorities were worked out through a joint youth-adult exploration process.

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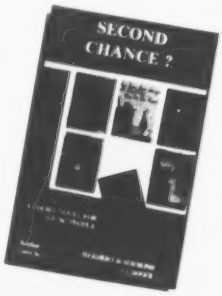
Skyrocketing vandalism bills were going either to cause higher taxes or reduced services in San Antonio's Northeast Independent School District. The Superintendent polled parents, who said they wanted their children taught not to vandalize. Result: students were given the job in Project Pride.

Hospital and mental health personnel in rural southwest Indiana were seeing too many young alcohol and drug victims. They needed a way to reach younger children to deter rather than cure. Athletes use their special star status, unavailable to adults, to explain to elementary school students why drug and alcohol abuse don't mix with success.

A major youth complaint in Cook County was "there's nothing to do." That was one excuse for substance abuse and general misbehavior. The Youth Services Bureau challenged the young people themselves to figure out constructive alternatives. Thus was born Straight Up!

An adult in the Kansas City area felt shoplifting would not be cut until young people fully understood that it was wrong, why it was wrong, and the consequences of getting caught. This former FBI agent worked with the Girl Scout Council to develop a curriculum for grades 1-6, taught by high schoolers in co-ed teams.



Kansas City area Girl Scouts' materials lend a professional touch as high school students teach youngsters how to "Stamp Out Shoplifting."

Different kinds of young people can do different kinds of things in different kinds of settings, with different kinds of resources. What other variables are of interest?

Types of Service

Already suggested by the litany of examples, young people can provide an almost endless variety of direct crime prevention services. Those services can include observation and reporting, instruction, organization, supervision, mediation, information-gathering, property marking, teaching, safety and courtesy escort patrols, substance abuse counseling and prevention, child protection, and all *the other services that adults perform* in community crime prevention.

Service Targets

Teenagers can work with younger children, with peers, with the elderly, with middle-aged adults, with the handicapped, with the disadvantaged, with schoolmates. A school, a neighborhood, a school system, a special group of people, an entire town can be the target.

Duration

Crime prevention projects are eminently flexible in duration. They can involve a year-round effort (Junior C.O.P.s, TIES in Dorchester, for example), or a summer stint (Parkland Boys' Club, Summer Canada (Ontario), and TOPS in Tampa), or a school year (Tucson, Project Pride in San Antonio). The events themselves can last for several years (Project Outreach, Bay Area United Youth) or can be episodic (Mid-Continent Girl Scouts' Stamp Out Shoplifting).

Independence and Partnerships

Young people can be involved right along with adults in crime prevention efforts. They may be an integral part of the organization. Project Pride is part of the school system; Ontario project managers worked in direct conjunction with the police; Dorchester teens are part of the community organization; Lackland Air Force Base Teen Crimebiters are directly sponsored by the military police crime prevention office.

Chamber of Commerce support, local foundation funding, operation through the police at recreation centers and other sites have proved an effective partnership for Teens on Patrol. Photo courtesy Tampa Police Crime Prevention

Or the projects may draw together many community groups. Owen Sound, Ontario brings the police, the Masonic Lodge, the telephone company and a local service club into its effort; schools, community associations, the YMCA, police and service groups join with teens to make Waukesha's program work; TOPs in Tampa works because the police, the Parks and Recreation Department, the Boys' Club and the Chamber of Commerce all joined together.

An amazing variety — but only the tip of the iceberg. You may come up with still other skills, techniques, services and operations fitted to your community's or neighborhood's needs. But in any case, you now have a richer, fuller idea of why we say that youth in community crime prevention are everywhere, doing everything, helping everyone. The potential for these programs is limited only by your imagination and enterprise.

WHAT DO GOOD PROGRAMS HAVE IN COMMON?

Many of the books on youth participation we have cited identify elements of successful youth participation. But we sought the answer from the other side of the question: What features are shared by programs that work?

There were four clear areas into which "principles" fell: Resources, Relationships, Responsibilities; Rewards. As we examine the elements of successful programs, remember that communities and young people vary individually, that these principles work only if they are applied to *your* situation, to the young people *you* deal with, to *your* community's crime prevention needs and problems.

One overriding principle was clear: programs must be rooted in local needs and based on local resources.

RESOURCES

Resources are the base upon which the program rests; the elements discussed define the climate and supports necessary for a program to get off the ground. They include adult mentors and coordinators or leaders, identification of local problems (and agreement on solutions), supportive adult community climate, a home, and training.

Wanted: Adult Mentors and Leaders

Adult involvement is a keystone. Adults serve as expediters, experts, intermediaries, and models. They are part of the interaction and learning process which make the programs worthwhile.

There are very pragmatic reasons as well. One financial officer put it plainly: "No business is going to sign a contract with a 15-year-old." Whether that should be so or not, it is so. Adult sponsorship is necessary in almost all cases.

Equally important, each of the programs we examined had at least one adult mentor — ranging from the Secretary of Human Services in Wisconsin to the Crime Prevention Officer in Tampa, from the school system official in San Antonio to the Sheriff in Cook County, from the community worker in Oakland to the Housing Authority Security director in Boston. The mentor provides, usually, institutional liaisons, advocacy and support.

Adults' roles go far beyond this. Block parents in Santa Ana, club sponsors in San Antonio and Tucson schools, Board members in Oakland, tenant council members in Boston all serve as role models, resources, and friends to the young people with whom they work. Parents, teachers and community leaders in Wiscon-

sin's PYD programs are equal partners with youth in devising solutions to community problems. The welfare mother in Boston who managed night school, membership in the tenants' council, and sponsorship of the Junior Safety Officer group spoke volumes by example.

Adults need not be perpetually involved. One object of the program should be to give the young people responsibilities. The younger the group, in general, the greater the need for some adult guidance and support. This should *not* be construed as a license to run programs; just a guideline for disengagement as the group and its members matures.

Adults sometimes have to be there to deal with other adults as well. Young people can and should be allowed to work out their own relationships with various adults they come in contact with, but sometimes adults respond only to other adults.

The Problem — A Common Bond

A second bedrock resource is identification of local needs, problems and opportunities. Wisconsin's Positive Youth Development state office turns this need to know into an opportunity to learn. Adults and youth are brought together for 20 hours of training and work sessions, preferably over a weekend. Only first names are allowed, no fixed grown-up versus child roles are permitted; the goal is to learn through listening and to discover together what the real problems of the community are. Result? Everyone benefits. Adults gain respect for teenagers' ability to reason and their fresh outlook; teenagers gain respect for adults' experience, perspective and knowhow; the community gains because the real problems, not just the symptoms, get spotlighted, and there is consensus on the best places and ways to start solving those problems.

The East Harlem Youth Congress of the Youth Action Project undertook the survey discussed earlier, directly polling young people on the problems they and their community face. Cook County's Sheriff's Youth Services Bureau coordinates the Chicago Youth Poll, in which small discussion groups from various kinds of high schools in Cook County answer questions about teen concerns, attitudes, relations with the adult world, and community interaction. Project Pride students went beyond the

fact of vandalism to examine its causes and ways to ameliorate those causes. Oakland's Bay Area United Youth are actively involved in preparing grant proposals for their projects, helping to verbalize local needs and concerns they intuitively know as youth leaders.

Young people are more than capable of *identifying* — or *at least* helping to identify — the specific local crime prevention and community building issues which confront their community. Indeed, one San Antonio law enforcement officer suggested "Kids know a lot more than you'd think. I'd pull up and chat with them and they *always* knew what was going on." Similarly, Oakland youth leaders have been able to predict — and try to head off — trouble in schools between rival groups.

No Rain on the Parade

Knowing the problems in the community and having an adult who believes in young people's capacity to address them is not enough. A third element is essential — at least passive and preferably active support from local adult institutions. This does not have to mean cash or major donations. It *does* mean that the adult institutions — business groups, city councills, service clubs, civic associations — be willing to accord young people and their activities the courtesy of respect and not negatively prejudge their capacities and intentions.

These institutions can be extraordinarily helpful or significantly harmful. Having the school board not only initiate Project Pride but fully back the students who have designed and implemented the campaign has given the youth substantial status with other adult institutions. The willingness of Tampa's Chamber of Commerce to help arrange funding for TOPS sanctioned the entire program in the eyes of the community. The support of judges, attorneys, and the high school principal helps add to the weight Oneida's Youth Court carries in that community.

Give Me A Home. . .

A fourth resource required is a home. For many adults, it is possible to accept and participate fully in a program which is operated out of the briefcases and car trunks of colleagues, but even adult programs are more effective when one special meeting place serves as focal point for all.

"For young people," Karen Popowski of Cook County observed, "having a home for the program is key. It's a way of assuring the adult world thinks of the program as worthwhile, permanent and substantial." In fact, as noted, adults use similar signals.

It does not have to be fancy. At Aunt Martha's Youth Center, the performing troupe simply uses one curtained cubicle for three rather dilapidated desks. But it is *their* headquarters both within the Aunt Martha's community and to the world at large.

Summer Canada workers simply took desks at the police offices, but the desks were theirs for the summer. The Youth Action Project in East Harlem has extended the concept of home to a marvelous old theater just at the north end of Central Park on 5th Avenue, remodeled by the young people themselves. Bay Area United Youth not only headquarter at the offices of the Community Values Program; they have regular monthly use of the Deputy Chief of Police's conference room for their Board meetings.

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Teach Us How

Crime prevention skills, like many other skills, are not instinctive, but must be learned. Other skills and know-how may be needed as well.

Thousands of adults have attentively listened to personal safety, *residential security and community protection* lectures and viewed various demonstrations of locks, alarm systems, and safety techniques. Thousands have attended classes in parenting, management, effective supervision techniques, and other skill sessions.

It should not be surprising that young people need training as well. Training serves three purposes: skill-building, esteem-building, and empowerment.

Skill-building simply means learning how. The skills can range from "how (and where) to engrave valuables" to "how to break up potential fights" to "how to talk to elementary school children"; from "facts about shoplifting" to "preventing drug abuse." Louisville and Montreal youth engaged in Operation ID had to learn how to deal with homeowners, how to use the engravers, when — and what — not to engrave, and how to discuss other residential security concerns of homeowners. That training came in handy when one Montreal teenager had to explain that engraving two valuable paintings was unwise. Teenagers in the Kansas City area and in Huntingburg, Indiana were trained in how to reach younger children pedagogically and socially, for their roles as instructors and exemplars.

Not a school subject, but crime prevention, keeps these Santa Ana young people in the classroom after hours. They prize the know-how they acquire, and put it to good use. Photo courtesy Adeline Vargas

Esteem-building means enhancing the teenager's image in the eyes of peers, adults, and juniors. Specialized training is viewed by everyone as a bonus, as a mark of extra qualification. A young person who carries a card or passes a course certifying his or her community crime prevention skills is more likely to be highly regarded than the child or adult without such training. Teen Crimebiters at Lackland Air Force Base are instructed in observation techniques and given a personal identification number. Reports from these trained observers are taken very seriously by military police.

Empowerment describes the sense of competence which training conveys to the trainee. Having been taught, one now *knows* and is armed with formal affirmation. Training is a sanction, a validation. It is not only recognized by the world outside, but gives the trainee the self-esteem and self-confidence necessary to exercise newly learned skills in the real world. A dozen teenagers in a small western Missouri town weren't sure they could teach first, second and third graders why shoplifting was wrong. By the end of the first training session, the girls — and boys — were eagerly and confidently planning lessons using the information they'd learned about child development as well as shoplifting.

These basic resources were shared by all programs we reviewed. Their absence can lead to problems. The second major set of principles governs relationships. It is the trickiest and most important key to a program's success.

RELATIONSHIPS

Good, bad or indifferent, our relationships color how we use our resources, how effectively we perform, and how willing we are to commit ourselves. Relationships are perhaps the single most vital ingredient in successful programs using young people as resources.

There are several types of relationships which can be vital. In any program, two are critical — adults' relations with teens and teens' relations with adults. Other key relationships can include teens to peers and teens to juniors.

How Adults Deal with Teens

Adults know they were all teenagers; it wasn't that long ago. But sometimes, somehow, adults (at least according to teenagers) manage to forget.

Cook County's young people were asked what image adults have of teenagers and what image the teenagers would like them to have:

Adults think teenagers are

"people who don't care about the future. . ."
"unimportant to society. The decisions and opinions they may have are unimportant."
"just the devil's offspring."

Teenagers would like adults to see them as

"constructive rather than destructive; concerned rather than unconcerned."
"people, maybe not as old and we don't know everything about life, but we are people and we deserve respect and we have ideas."
"important and a part of society."

How should adults relate to adolescents?

Advice from early adolescents in Tucson:

"See the kids' point of view instead of just telling them 'you can always do better.'"
"If you don't give kids a chance to do things, they won't learn."

From youth leaders in Oakland:

"Don't lie!"
"Don't talk down."
"TRUST them."
"Don't be other than yourself."

From a Teens on Patrol participant in Tampa:

"Be straight."

In less colloquial parlance, adults need to treat teenagers as people evolving into adulthood, not as a different species. The messages outlined above are remarkably similar to the ways adults deal successfully with one another: truth and trust, leavened with respect.

Adult leaders confirmed the effectiveness of this approach again and again. "I respect them; I expect a lot from them. I have confidence in them and they deliver," was not a slogan; it was an operating principle for success.

Talk to; don't talk down: Adults dislike being patronized; why should people on the verge of adulthood enjoy it? This is the most often and most emphatically cited piece of advice young people — all ages, races, locales, sexes, socio-economic groups — offered: *Don't patronize.*

Tell the truth: Truth is easier in the long run. Deception not only is a breach of trust; it suggests that young people are unable to cope with truth. Give them the chance to learn how; their maturity and ability will surprise you.

Be yourself; don't be someone you are not: "To thine own self be true" may be hackneyed Shakespeare, but it captures a truth of behavior to which teenagers are understandably sensitive. To be "with it" or otherwise to assimilate culturally with teenagers is for almost any adult a false front. It doesn't work. It is counterproductive.

Allow for error; don't demand perfection: Learning is learning whether adults or teens are doing it. Learning intrinsically involves mistakes and missteps. The frustration generated by expecting perfection is counterproductive. The lessons in how to learn, and especially how to learn from mistakes, are invaluable for everyone.

Patience is a virtue; be virtuous: A corollary of allowing for error is to provide for patience. Young people are learning, and learning takes time. Sometimes, ideas and suggestions will be blatantly unworkable from an adult's experienced perspective; far better for the program (and the young people individually) is letting the young people work through to that conclusion themselves (sometimes a little guidance is in order).

70 ***Deal with individuals; don't stereotype***: If someone were to slander a group to which you belong, your temper would rise; why expect adolescents to be more receptive? Valuing the individual is one way to get the individual to value himself. Refusing to stereotype (or to permit stereotyping) helps demonstrate that it is not acceptable adult behavior.

Listen receptively: Young people have much to say; much of it is worthwhile; sometimes what they suggest has not occured to adults. Why stifle the very freshness and energy you seek to capture by lazy listening — assuming in advance the irrelevance of what will be said?

Be open: Don't quash everything suggested with "we did that 'x' years ago and it didn't work." This is a new group and a new situation. The time may have come.

Be prepared to be tested: Teenagers can be skeptical, sometimes with reason. They want to push the limits, which means first determining the limits. They may test your commitment, your reliability and your sincerity. If you are sincere, fair, attentive, receptive, clear and consistent, you will have no trouble passing these tests.

- *Talk to; don't talk down*
- *Tell the truth*
- *Be yourself; don't be someone you are not*
- *Allow for error; don't demand perfection*
- *Patience is a virtue; be virtuous*
- *Deal with individuals; don't stereotype*
- *Listen receptively*
- *Be open*
- *Be prepared to be tested*

The converse relationship, teens relating to adults, is not often dwelled upon in the literature of adolescent development and youth participation. But it is nonetheless an important component of programs. Teenagers need to think about their interaction with adults, those intimately involved with their community service effort, those the program seeks to serve, and those incidentally in contact with the program.

Speak up: Adult leaders were more concerned that young people would not voice opinions than that they would hold wrong ones.

Communicate: If you have a problem or a gripe, don't clutch it to your chest; share it.

Respect begets respect: Demonstrating respect for others does not require groveling; it does not involve slavishness. It does mean treating others — including adults — as you want to be treated. As one young woman observed: "Even if the businessmen were hostile, we just kept being polite. It was surprising how quickly they became respectful when they realized we were there to help."

Be reliable: This goes along with giving respect to get respect. A reputation for reliability, for doing what you have promised, when you have promised, will stand you in good stead all your life.

Dress the part: "If we're working with other kids, we dress like them," one Oneida Youth Court officer observed. "When we're in court, we wear nicer clothes. We're officers of the court; we won't get respected by (the defendents or) their parents in tee shirts."

- *Speak up*
- *Communicate*
- *Respect begets respect*
- *Be reliable*
- *Dress the part*

Relating to Peers and Juniors

Young people demonstrate great sensitivity to the reactions of people their age or younger whom they may be asked to work with in community crime prevention.

"You can remember where you've been," was how a thirteen-year old explained his superiority as a safety instructor for 6 and 7 year olds over trained adults. "We understand confidentiality; defendants know we won't bring up what's happened outside," said a Youth Court official.

Supervising peers can be fraught with peril. Young people understand those problems as well as adults. "You start out being straight with all of them on Day One. Breaking the rules for one is not fair to all. There's a fine relationship between teamwork and 'good buddy' relationships," summed up a young Canadian woman who had supervised a Summer Canada crew in three towns west of Toronto.

Relationships Can Build Results

The unique position of teenagers can be a major asset. Nearly adults but not far from childhood, they have the potential to build extraordinarily useful bridges which can produce results impossible otherwise.

Oakland's young people are slowly but surely becoming recognized as competent mediators among antagonistic groups. Another teenager, providing ID assistance in a neighborhood near college, said his own age "made it easier to get the students to listen to me about marking their things."

Collegiate basketball stars in North Carolina and high school athletes in southwestern Indiana use their special relationships with younger people to great advantage, as attention getters, as teachers, and as role models.

A comprehensive study of resources available for various youth, including all types of problem-solving resources, could not have been done without the Brockville, Canada group of three brought in via Summer Canada. More important, their age proved key in building essential relationships. "It was a good combination. Our youthfulness helped us reach kids; our contacts with the police department got us access to decision-makers," the study leader observed.

RESPONSIBILITIES—TAKING ON THE BURDENS AND THE JOYS

Unquestionably, a key part of young people as resources involves their taking some of the responsibility, ranging from providing services to running the organization itself. As Chapter 3 suggests, the level of responsibility assumed by young people varies from program to program, from community to community, from situation to situation.

At the Youth Action Project in New York, and at many other youth oriented centers, young people are an integral part of the governance process. Y.A.P. youth have even been given explict hiring and firing authority over adults. Summer Canada young people are handed several thousand dollars, told to set themselves up as employers, required to sign a legally binding contract with their sponsor, and treated as business consultants providing business-like services. At Sun Youth, participants are instructed, paired off, and sent out to deliver services ranging from the auto courtesy tickets to Operation ID services.

What these programs have in common are some rules for responsibility. These are simple but effective and vital.

Have clear rules: Spelling out expectations for everyone by way of agreed upon rules is common sense. Young people can help formulate these rules; you may be surprised to find them harder on each other than you would be as an adult.

Project Pride Committee members run everything from awards to assemblies, from skits to schedules, taking responsibility for key decisions along the way.

Photo courtesy NE Independent School District

Louisiana Sheriffs needed to show potential donors their Sheriffs' Boys' Ranch. Rather than spend donated money on a model, they summoned the talents of high school students, who designed and built this scale model. Talent is everywhere!

Photo courtesy Sheriff Jimmy Hickey

Maximize young people as internal resources: Specific roles should be established, with job descriptions, however informal. Each position should be filled keeping in mind the question "Can a teenager do this job as well?" In many, probably most, cases, the answer will be yes!

Maintain standards: High standards and high expectations produce high performance. Adults who set standards low because a teenager is performing the task hurt themselves, the teenager, and the program.

Use the talents around you: Given responsibility which allows them to show off their talents,, people tend to do a better job and enjoy it more. An artist can design posters; a drama student can adapt scripts; a shop student can help with displays and construction.

Make sure young people have the chance to make decisions: Every program which was successful placed clear decision-making responsibilities on the young people. These ranged from electing officers, running their own meetings and planning the next ones to spending budgetted funds to designing and developing the programs.

- *Have clear rules*
- *Maximize young people as internal resources*
- *Maintain standards*
- *Use the talents around you*
- *Make sure young people have the chance to make decisions*
- *Don't guarantee against failure*

Sometimes, adults have to step aside deliberately. Young people may be reluctant to make decisions, looking to elders for hints and guidance. Confronted with reluctant teens, one program advisor devised an effective strategy: "The adults would just withdraw [to another room] and tell the kids it was up to them to decide. About 99% of the time, they did, and did fine!"

Don't guarantee against failure: Young people need to learn how to cope with adversity, according to experienced personnel. Decisionmaking means the opportunity to make right as well as wrong choices, and the opportunity to correct mistakes. obviously, adults at some points must step in — but those points should be few and far between.

REWARDS — THE PROOF IS IN THE PAYOFF

"Why would you do it if it didn't make you feel good?"
- a young man in Brooklyn

"It's nice to see our names in the paper for doing good."
- a girl in Cook County

"We have fun! Weird, wild fun!"
- young teenagers in Montreal

"You better have something to offer (if you want it to work.)"
- an Oakland youth leader

Rewards encompass all the ways a program can pay off—tangible results, community acclaim, group interaction, personal satisfaction. It is not surprising that young people as well as adults are motivated by them.

Tangible results

> ***Youth involvement projects which are trivial, boring or non-significant in their societal contributions are not worth the adult energy required . . .***

The need cannot be stated more clearly than Prof. John Mitchell does here. There must be some result which is measurable and meaningful. It does not have to be earth-shattering, it does have to be palpable.

Summer Canada projects have specific product and other outcome measures. Junior Crime Prevention Officers in Boston see immediate correction by the Boston Housing Authority of safety problems they identify. Careful statistics are kept on the numbers of identification engravings performed, car courtesy tickets issued, and brochures distributed by Sun Youth; local police correlate these with crime trends.

"Vandalism is down. It's down substantially, nearly two-thirds since Project Pride began," reported Tom Jungman, the project director. "The Pride Committee came up with the idea of a trophy [and a formal inter-school competition]. . .they suggested the elements —anti-vandalism, good sportsmanship, campus beautification, and community involvement." Result—money saved on cleaning up; very tangible trophy as incentive; redirected competition.

North Carolina has taken advantage of the basketball fever which pervades the state. Young people in Full Court Press get points for community crime prevention as well as for baskets scored on the court. Clearly a winner!

Community Acclaim

Watching the faces of young people as they leaf through a clippings book quickly reveals the substantial returns from publicity. Photos in newspapers, stories on local television and radio news broadcasts, editorials commending efforts are all ways to prove the adult community cares and to erase negative stereotypes.

Acclaim comes also from adult groups — Jaycees, Lions, Rotary Club, Women's Club, to name a few — who provide certificates, award nights, and other recognitions and incentives. The School

District in Plainview, NY printed a whole newsletter lauding student efforts.

A frequently overlooked source of acclaim is youth media. High school newspapers, teen-oriented radio stations, merchants whose business draws in large measure from the teen community are all extremely important vehicles for acclaim for jobs well done. Not only does the program gain recognition, but it builds, however tacitly, a peer climate of acceptance.

Public award ceremonies go a long way toward demonstrating the adult community's support of youth efforts. Photo courtesy NC Division of Crime Prevention

Group Interaction

One reward of community service is that people are together, enjoying each other's company while they work. Adults and teens both like this reward. It may be cited as "fun," "getting to know people," or "having a good time together."

Teenagers over and over again express their pleasure at opportunities for socializing. It can be as simple as a table full of kids stuffing mailouts for missing children in Montreal, or a hot dog feast in Owen Sound, Ontario or a pizza break in Fond du Lac, Wisconsin. Or it can be as formal as a full scale luncheon (Plainview, NY) or a day at the amusement park (Tampa) or a basketball league (North Carolina). The key is permitting some informal time for the group to enjoy themselves.

Sometimes you just need to take a break and enjoy. A parachute game provides fun at a youth leadership seminar in Swannsboro, NC.

Photo courtesy NC Division of Crime Prevention

One youth advocate refers to the food-and-fun syndrome as the Pizza Paradigm. It's important, Cook County's staff noted, to remember that these kids are "still growing, and rightfully hungry." A social break combined with food doesn't have to be extravagant. Simple and cheap will do wonders!

Interaction with adults brings rewards, too. Young people in Oakland and East Harlem have gotten to know adults better and to work better with adults outside the group because of their responsible but rewarding posts on Boards of Directors. In Tampa, Teens on Patrol earned not only minimum wages but the respect of their adult co-workers. These personal relationships resulted in job offers and strong recommendations to other prospective employers. A youth and seniors project in East Harlem, started as an escort and errand service, has evolved into wonderful partnerships including a special pre-Thanksgiving old-fashioned supper cooked at a New York Fresh Air Camp site by the seniors to thank the juniors for their help. Young Operation ID aides in Washington, D.C. found homework help — and sympathetic listeners — in the senior citizens whose belongings they helped engrave.

Law enforcement officials especially benefit. "At first, the students were not liked by police. We were extraneous baggage. We proved ourselves; the cops learned. There was a change in our attitudes, too — our eyes were positively opened," was one description of the process by a young Canadian.

"It feels good."
- a Fond du Lac youngster

"I learned a lot of stuff."
- Tucson 7th grader

"I got paid, yes. But not much. It just felt good when the little kids looked up to me."
- Tampa teen patroller

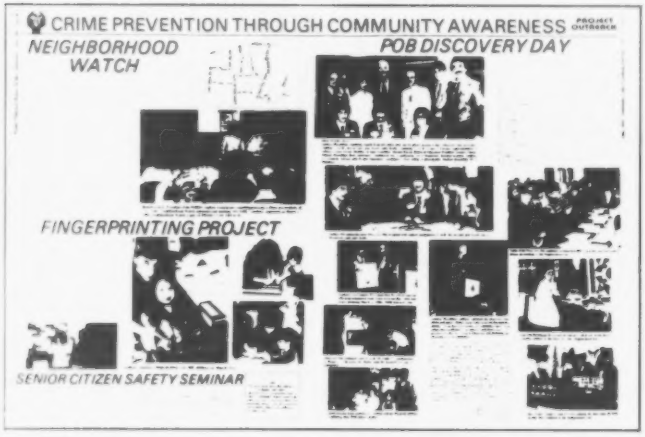
Personal satisfaction is derived from the tangible results, the community acclaim, the group interaction — but it's more. It is an intangible but very real sense of worth, of achievement, of growth, of importance and relevance which is part of the gratification of a job well done.

One key is the insurance that *every* young person has a role, a place, a position, and that every other participant knows and acknowledges the importance of that post. Each young person needs to "own" a piece of the project, whether it's as editor, artist, teacher, public information officer, or general factotum. There are a lot of roles which can be filled; a lot of jobs which can be spread among several instead of being grabbed by one or two dominant individuals.

Personal satisfaction can come from mastering a new skill - teaching elementary school children, as Plainview and Kansas City high school students did, or from showing off an old one -artists and photographers in Summer Canada produced top-notch crime prevention materials. It can come from successfully chairing a meeting, whether of a 200-student rally for Project Pride or a 10-member Junior Safety Officer Club.

But personal satisfaction in community crime prevention comes most especially from the sense of outreach, going beyond self and family. Young people helping elders in New York City "are learning to help, to care — and loving it," their sponsor observed. "You can help people, grownups too" was why one 12-year-old enlisted in a program. "I want to help keep the

projects that I live in clean and to help the people in the projects to help themselves" — that's why an eleven-year-old in Boston joined up.



Adult support and community acclaim are clearly demonstrated in this four-page community report from the School Board lauding the crime prevention efforts of John F. Kennedy and Plainview-Old Bethpage High School students.

Resources, Relationships, Responsibilities and Rewards are the ingredients of success. But there are problems, too. Chapter 6 looks at some and how they can be dealt with.

NOBODY'S PREFECT: PERILS, PITFALLS, AND PREVENTIVES

There will always be problems, errors, omissions. They can jerk a project up short, obliterate it, or enrich it. Awareness of probable perils will help insure that instead of threats and disasters, snafus are transmuted into challenges and opportunities. And by knowing potential problems, you can engage in some preventive planning.

The problems and solutions here are drawn from experiences of programs and people. Tact and courtesy dictate that specific locations and participants not be identified, but the perils and solutions are real.

Working with young people in crime prevention poses its problems, but the overwhelming majority appear to be problems with adults and adult institutions, not with youth. Many difficulties can be prevented or minimized by careful planning and the exercise of patience, tolerance and common sense.

Participation or Invasion

"Youth participation" can range from young people integrated into adult operations to young people running their own businesses. In crime prevention, the range tends to be from service provider (leafletter, engraver, escort, etc.) to educator (teacher, counselor, etc.) to program designer/developer.

Youth participation advocates freely admit that the degree and kind of responsibility which can be handled by given groups of young people will vary from case to case. Simply shouting "Up with Youth!" and turning teenagers loose is not sufficient, nor is it appropriate.

Up front, there are simply legal and fiscal constraints against a blank check for young people. Questions of legal liability, fiduciary responsibility, and compliance with Federal, state and local laws are not amenable to negotiation in most instances. Any program which seeks to give young people unbridled authority is likely to offer them nothing but unbridled headaches as these realities compound.

Equally important, young people can perceive adult withdrawal not as a sign of trust, but as a banner of disinterest. Adults who withdraw, who leave all management and operation to the young people in question not only miss out on a rich and rewarding interaction, but find the program downgraded or ignored by the very youth it was aimed toward. Young people want interaction with adults, not re-isolation under the guise of "participation."

Grown Goof-offs

Perhaps the single greatest problem is the adult portion of adult-teen relationship. This should not be surprising. Experience warns us that this is the friction point. And the greatest problems with adults, according to first-hand testimony, tend to be three: attempts to dominate, failure to deliver on commitments, and a reflexively negative attitude toward teen suggestions. And, predictably, these problems most likely arise not with the volunteers working with teens, but with individual adults tangentially involved in the program. The goof-offs and naysayers are the most commonly cited; we shall look at what they do and how it might be dealt with first.

Nothing destroys the credibility of adult commitment like failure to keep it. Adults and young people repeatedly cited adults' failure to attend meetings, to participate as promised, to provide pledged resources as major obstacles to effectiveness.

This sort of failure is worse than adults who simply say no at the outset. Young people can learn a good lesson about honesty and allocation of personal resources from an adult who declines to

participate because other demands make quality commitment impossible or unlikely. They learn quite another set of lessons from adults who promise and promise and promise but fail to deliver. Two messages are sent: "I don't value you and your program enough to keep my word" and "It's acceptable to renege."

How to counter such aggravating goof-offs? Some program managers have taken a positive approach. They seek, and encourage young participants to seek, commitments and obligations which will be easy for the adults in question to fulfill and which offer obvious incentives — favorable publicity, elimination of graffiti, increased safety for customers, etc. Another solution is to go to the top, right at the start. Ask the chief officers of corporations, the mayors of towns, the presidents of associations for support and commitments; they carry the most weight within their groups and will be able to work with you to correct any problems.

Sometimes, the problem cannot be foreseen or forestalled. Corrective action is necessary. In one case, the adult sponsor worked with the young people and some other adults — all of whom resented the failure of the adult in question to show up for meetings — to convince the offender politely and gently to resign. In another case, adults were asked by the group to redefine their commitment to levels and types that could be kept. The adults in question were relieved to be off the hook and

the group got resources they could depend on. Sometimes the adult has to be replaced. That decision, program practitioners warn, should not be left lingering. The longer the commitment remains unfulfilled, the longer the job won't get done. And a job undone impairs the program's effectiveness.

Negating Naysayers

Adult naysayers are often indirect. They won't launch a frontal assault; they just hint and carp, foretelling gloom and doom at every turn. Young people can help deal with these problems. They are as capable as adults of coaxing the naysayer to offer advice and guidance on avoiding the proclaimed pitfalls, an appeal to our abilities most of us find difficult to resist. Sometimes this doesn't work either. Again, young people cannot be shielded from the imperfections of adults. Other adults in the group can help them learn how to deal with people whose negative attitudes are ingrained.

One typical anthem is "we tried that 'Y' years ago [or at 'X' location] and it didn't work." Both adults and teens group members can press — and should — for lessons learned, explicit difficulties, and differences in situation. If this is done sympathetically rather than aggressively, everyone benefits. The naysayer suddenly finds himself an acknowledged expert; program quality and prospects improve because potential problems are thought through; the young people involved learn that experience is not such a bad teacher, after all.

The interesting byproduct of dealing with these problems is that they become part of the learning experience for everyone, strengthening the group, the project and the community.

I'm Bigger/Older/Wiser, That's Why

Every adult has said, or wanted to say, those words. Most teens have said, or wanted to say, them to someone younger. But people who dominate meetings and programs can be an unquestionable irritant. If the meetings involve adults and young people planning community activities, adult domination is not just irritating. It can be fatal.

Some dominant people don't mean to be. They are simply quicker, louder, larger than the others and thereby capture everyone's attention. Others dominate because they need to

display their power. But adult dominance in a situation where teens are being sought as resources and being assigned significant responsibilities, is the single strongest negative message that can be sent. "If the adults take over, it denies whatever was said," one young woman pointed out.

Coping with such behavior is not easy. But ground rules help, support from other adults helps, and care in assigning tasks helps. Occasionally, direct action is the only answer. In one case, an adult asked to take charge of a large scale program simply insisted as a condition of assuming the post that two adults who were trying to dictate the program be removed from the panel.

Those Clear Rules Can Help

One of the principles proposed in Chapter 5 was laying down clear rules. Those rules can be life savers when problems arise.

Many groups have found that problems with adult behavior — dominance, obstacle building, and prejudgement, as well as non-fulfillment and negativism — can be dealt with if the group's rules, agreed upon in advance, apply equally to all.

Some groups establish clear attendance requirements. Miss "n" meetings and you are off the board, commission, panel. In brainstorming sessions, rules forbid *anyone* from shooting down any proposal, no matter how infeasible or remote it might appear at first glance.

Parliamentary process is extremely useful in meetings and decision-making. It provides a framework; it teaches teens (and many adults) a useful skill; it is impartial and neutral. If you are out of order, you are out of order; your age conveys no privilege either way. Parliamentary process need not be complex and arcane; modern parliamentary practice goes to great lengths to avoid exotic motions in favor of getting business conducted.

Underestimating Your Allies

A problem common to many adults is underestimating, even with the best of intentions, the capacities and resources of the young people they work with. The danger arises not just within the program, but even more frequently in dealing with outsiders.

One official in Tampa, whose agency had some of the first Teens on Patrol, was quite candid: "Problems? None. Except my own skepticism about these kids doing anything useful." He is now an emphatic booster of the program; his only complaint is that there aren't enough TOPs for all his sites.

Adults in a planning session in one small town were surprised to find that teenagers gleefully tackled tasks of obtaining supplies, donations, meeting space and other resources — and succeeded.

"I was practically flattened by the rush of ideas," a police officer observed. "These kids, with just an introduction to crime prevention, kept on going. We'd plan to go back in a month and work on building up more interest. We'd come back to find that the students had started contests, designed posters, begun public information campaigns, and were planning events. They were unquenchable. And I would never have guessed it."

Adult preconceptions, misperceptions and condescensions can cause difficulties; young people aren't free of problem potential either. Because they mimic their elders, youth are likely to pick up some of the annoying adult traits discussed above. But the special element of youth participation — conferring responsibility and authority on young people — can produce some unique youth-linked problems.

No Respect, No Respect

Rodney Daingerfield has made a comedy career out of "no respect," but failure of the community to respect the project or program bodes ill for any youth involvement in crime prevention or other efforts.

The solution: Defining a real community need, determining what can be done about it, doing it — and then telling the community about it.

Lack of respect seems most effectively combatted by public rewards and acclaim. The value of Operation ID by Louisville's Parkland Boys' Club was real; it was immensely enhanced by the awards from the Louisville City Council and National Boys' Club Headquarters — not to mention the attendent publicity on radio and television and in newspapers.

Another effective measure is the involvement of many segments of the adult community. Their active role in the program, whether as advisors, sponsors or recipients of services helps with the most effective of all forms of advertising, "word-of-mouth." People naturally tend to defend — and demand respect for — those things they have invested in.

One effective preventive moves even farther up the line. Bring in various community segments — business, government, education, civic —*while* the program is being planned by and with the young people involved. The more basically the community at large invests, the more imbedded the sanctions and respect.

Passing the Baton

The question of succession led to dynastic wars in Europe. It may not be so dramatic an issue in community crime prevention, but it can be a critical problem if it is not provided for in an orderly manner.

In many communities, the supply of adults who are supportive, empathetic, sympathetic and available and willing to devote time to sponsor young people as community crime prevention resources is limited. Adults do relocate; adult interests and focus change; "burnout" can strike even adults engaged in a positive and successful program.

All these circumstances mean that some adult will leave a program before the program terminates. If that adult is the sole source — or the sole significant source — of adult support, the program, and the young people in it, will suffer.

There are ways to avoid this. First, recruit adults and plan for passing the baton of adult support in an orderly and logical fashion. Fixed terms for adult leaders sometimes help define and regularize turnover. Collegial adult sponsorship, such as a board or council membership, can insure a pool of adults from whom the next "runner" can be recruited promptly and effectively.

Second, broaden the program's base of support. Huntingburg, Indiana (Dubois County) built a task force of hospital personnel, mental health professionals, educators, business leaders and youth to devise and carry out its All Stars program. The Positive Youth Development Initiative in Wisconsin requires broad adult participation in the entire planning process as well as in implementation.

Money, Money, Money

Funding seems to be a perennial problem for everything and everyone. Youth programs and crime prevention programs are not immune. Some money is needed, if only to pay for paper and pencils, in even the simplest programs.

The answer? First, use the most creative and optimistic resource available — the young people themselves. Tell them the problem, the needs, and the deficits. They will amaze with their ingenuity, innovativeness, and talent for scrounging and coaxing. And they enjoy it in many cases, if for no other reason than they've succeeded where adults have not.

Second, the wider the community interest and support, the greater the investment likely to be found. Business and community groups are excellent sources of donations, if they see a community benefit and a youth benefit in the program.

Third, use in-kind donations. Businesses and professionals who cannot or will not hand over cash will frequently provide merchandise, services or expertise worth far more than the donation originally solicited.

Wanted: Youth. No Prior Experience Necessary

Although schools, youth groups and community youth centers offer ready and logical recruitment mechanisms for young people, these may not be available, desirable or feasible as home bases for particular programs. Recruitment then becomes a problem. How do you attract and enlist young people to provide the crime prevention services promised to the community.

From practical experience, three recruitment methods work. The first one, nomination, *requires* that you be able to capture the young peoples' interest at the first meeting. Adults (teachers, scout leaders, ministers, etc.) actually ask young people to attend a special meeting to discuss community problems. Once they attend, like the idea, and see its potential, they have become participants.

The second method of recruitment is friendship. Time after time, young people who were asked "Why are you here? What brought you here today?" responded, "I'm his friend. I just came along." or "Well, I knew her and she talked me into it." This is a perfectly valid recruiting system, provided that adults are wary of the institution or perpetuation of cliques and move to insure that the base broadens away from that.

A third method is to attract the leaders, the popular kids, the "heros" among the local youth culture. The Bay Area United Youth is an extreme example in that the program was initiated specifically to hire street organization (gang) leaders to clean up graffiti-smeared buses. Huntingburg, Indiana's teen athletic stars are crucial to the entire tenor of that program.

The counter-problems which might arise from using this method are that non-joiners have little or no incentive to get involved, or the leaders transplant their own followers excluding others. But the teenage tendency to band together is strong: the influence of peer pressure is great, and there is nothing wrong with exploiting this fact to generate participation.

For Want of a Nail

Finally, no list of problems would be accurate or complete without noting that anything can go wrong, and that often the little things undone or overlooked are the seeds of disaster.

Transportation may be irrelevant or crucial, depending on how old participants are, how condensed the program area is, how flexible (and available) parents or other transportation resources are, whether public transit exists and is adequate. But to fail to include transportation planning in any program design is simply fatal. If the youth can't get there, they can't participate.

Training *should* be entertaining — and it must provide breathers. Tucson's officers break four hours of training into twenty minute segments, each followed by a 10 minute active break. Even adults find it hard to sit and listen attentively for two or three hours non-stop! And unlike school, where attendance is compulsory, if your training isn't geared to holding interest, the young people may well walk out — or not return for the second class.

Out-of-pocket costs, for an adult, may just be subsumed under normal living expenses. The costs of photocopying minutes or of picking up a sheet of construction paper or attending a meeting across town may seem inconsequential, but could well exhaust the financial resources of some teens. Teens, like adults, are often embarrassed to say "I can't afford it," and may just drop out instead of asking for assistance with the real problem.

"Opportunity costs" — foregone earnings or alternative time uses — need to be considered seriously. These can range from whether an after-school job affects scheduling to having the sensitivity to reschedule a meeting when it conflicts with a major basketball game at the local high school. Teens often do not realize, or are afraid to ask whether, there is a way to rearrange things. Adults need to be as sensitive to these "costs" as to direct financial outlays.

Is That All That Can Go Wrong?

Hardly. Murphy's Law has not been repealed. But thoughtful reading of this monograph will suggest not just other problems but solutions. Special attention should be paid to the principles outlined in Chapter 5. It should be obvious that violating these principles inevitably leads to problems.

But as you review the potential pitfalls, keep the rewards in sight as well. The growth of young people, the growth of community, the development of individuals all bring riches and returns well worth the hassles and heartaches.

> *Anything that can go wrong, will.*
>
> *Murphy*

CHAPTER 7

MOVING AHEAD

You agree. Young people can be and should be community resources, they can make substantial contributions. Where do you start? How do you start? Where will it take you?

We will not replicate the excellent program design and development advice published by many crime prevention and community development groups. We will provide some guideposts and pathways which seem universally helpful in generating a program that uses young people as resources.

The steps outlined here are general. A small neighborhood project or program may go through the entire series in one backyard session over barbeque. A community-wide effort may take four or five meetings. A statewide effort could require a six to twelve month planning cycle. But the steps are essentially the same. Small programs especially can benefit from formalizing some of the steps (for example, writing down goals and targets).

Define

Defining the problem, according to Albert Einstein, is a large part of the solution. In designing crime prevention programs for any group, it can be the lynchpin.

One paramount rule is "Never Assume." Residents of Manhattan's upper West Side assumed that the burglaries and purse snatchings were incidental to the comings and goings of students at the high school in the midst of their neighborhood. A

check of crime reports demonstrated that the streets with the most young people traveling them were among the most crime-free. It was the untraveled streets which were the problem.

A corollary to "Never Assume" is "Gather Information." Crime statistics, neighborhood characteristics, community features and *changes* in those over time will provide important objective clues, as Upper West Side residents (and many others) have learned. Don't overlook personal impressions, reactions, "feelings" and other subjective clues—perception is reality. If citizens perceive a problem, they will act as though one exists. What they perceive and how are critical to defining the problem.

Determine

Determine whether anyone else is addressing the problem. Determine what resources are needed to tackle the problem. Determine what resources are available in your community. Determine what will attract community interest in and support of the program.

Look Around

Armchair planning, like armchair quarterbacking, is easy but unproductive. Unlike armchair quarterbacking, which is essentially harmless, armchair planning can hurt.

Get up, get out, explore the community. Don't assume you know all the resources which exist. Check out youth groups, church groups, civic groups, social clubs, neighborhood groups active in your city, town, county, state. Check senior groups and high school clubs. Talk to police, social workers, recreation leaders, teachers, librarians and elected officials. Each may hold part of the puzzle; you won't have the full picture until you have acquired all the pieces.

The process of "looking around" in itself may help substantially in defining the problem and surely helps in identifying the actors and resources needed and available.

Link Up

Joining together to solve a problem can significantly enhance prospects for success. Each group or partner brings different expertise to strengthen your effort; each contributes a different perspective.

Link-ups do not have to be formal. Crime prevention programs usually involve local law enforcement officials. These can include police, sheriff's office, prosecutor's office, probation staff, and court personnel. Whether they become full-fledged team members or simply serve as "ex officio" advisors and sources of technical assistance, their knowledge and endorsement of your program will be a big contribution to your group's credibility in crime prevention.

Traditional links may not always be the best; they may not focus on the problem you are trying to solve and may not be sufficiently flexible. Be adventuresome. Forge some new links, bring some new resources to bear in community enhancement. Perhaps the sheriff's office should get together with local social workers, maybe your victim/witness assistance team should link with Neighborhood Watch groups, bring together the sanitation department and the local Boys and Girls Clubs. Experiment!

Be sure, though, that the links, the roles of each partner and the mutual and separate areas of responsibility are clear *in advance*. Once bickering starts, feelings have become involved. With feelings involved and egos at risk, damage control and repair become much more difficult.

Recruits - Phase I

Recruit? Haven't we put the cart before the horse? There isn't even a program yet.

True. But recruiting includes gathering the group that will develop the program. The composition of that core group will in and of itself shape the nature of the program and its prospects

for success. The recruits for planning should reflect the types of problems, resources, link-ups, and reward mechanisms that appear to be likely components.

The group need not be large, but to benefit the planning process and the task itself, its diversity should reflect that of the community in question — in terms of socio-economic makeup, demographics, interests and neighborhood representation. Think about including people who have something to gain by the solution of the target problem, or by the involvement of youth as resources.

Planning Makes Perfect (or Nearly So)

Now that your planning group is together, and has agreed on the problems and the resources, you have several key tasks.

Set goals
Select strategies
Specify targets
Spell out tactics and tasks
Secure rewards, feedback and evaluation

Goals are the results you want from your program. They should be directed at solving the problem (the one you defined earlier) and should be stated positively. "Establish Neighborhood Watch in Willow Hills," not "Stop burglary in Willow Hills."

Strategies are the broad paths you will take, ways to meet the goals. For example, "Provide escort service for senior citizens, clean public park areas and install better lighting, arrange community meetings on home safety, establish county-wide Safe Home program for young children."

Targets serve two purposes. One, they help specify goals by establishing measurable focuses. Two, they provide time guidelines for the program's progress toward goals. For example, "By end of month two, have 12 escort teams trained; by June 1, complete security surveys in 40 single family dwellings and 20 apartments."

Tactics are the detailed logistics by which strategies are implemented. They can include explicit activities ("Kick off campaign with Willow Hills Safety Day on July 30"), implementation

methods ("Send Scout teams door-to-door for Operation ID assistance on weekends"), refinements of strategies ("Hold training sessions for high school students who will teach elementary students"). Assuming that the ubiquitous "someone" will do it practically guarantees that it won't get done; tasks need to be assigned. Also, people will frequently accept assignments as a compliment to their competence when they may be reluctant to volunteer those same skills.

Rewards need to be direct—not just a safer, better community, but some real recognition for volunteers, for participation, for leadership. They could include publicity, parties, potlucks, ceremonies, plaques, competitions.

Feedback is vital to most programs. Sometimes organizers forget that volunteers — adults as well as teens — have imagination, experience, and talents which could improve the effectiveness of the program. Some of the potential for improvements may come to light only after the planning is done and the program under way. Allowing for feedback captures those ideas and permits reports on whether the program is meeting its targets and goals. It can be as simple as a "staff meeting" environment or as sophisticated as a reward for suggestions.

Evaluation does not require statistical genius (though you may feel free to indulge if you are a math whiz, or if a teenager in your group is a computer genius who can help.) It does have to be *ongoing*. It is closely related to feedback. Evaluation consists simply of course checks to help your program remain on the intended path, or redefine the path which should be taken. It can be as basic as monthly checks against goals and strategies or as complicated as a detailed analysis of operational efficiency. It does not have to be complex to be useful. It does have to relate to the goals, strategies and tactics laid down, and help ascertain what — if any — changes should be made.

Recruits - Phase II

Now you have a core group, goals, ways and means for reaching the goals. There are specific targets, tasks and activities to be implemented. The program is ready to roll.

Volunteers are vital; recruiting takes place through the core group, through other community groups (e.g. Chambers of

Commerce, civic associations, business and social clubs), community youth institutions (e.g. schools, Boys/Girls Clubs, Scouts, local Y's) and most important through personal contact both with the young people from adults and among the youth themselves.

If the volunteers are a diverse group (which can be very desirable), remember that they need a sense of group cohesion, of identity. Caps, buttons, stickers, tee shirts all help create a sense of "us," of common purpose and identity. Even teens from the same high school or adults from the same neighborhood benefit from such bonding.

More to Mine

Digging out the practical details of program design and implementation is made easier by some excellent manuals and planning guides. We've listed some in the footnotes; community development offices, public libraries, and civic action groups have still more.

Two guides which particularly address crime prevention are *Partners in Neighborhood Crime Prevention*, available from the U.S. Government Printing Office, and *The Neighborhood Anti-Crime Self-Help Guide*, written by the Eisenhower Foundation, 1725 I Street, NW, Washington, D.C. 20036.

The National Commission on Resources for Youth (NCRY) can be reached at 605 Commonwealth Avenue, Boston, Massachusetts. It has excellent publications on youth participation.

The National Crime Prevention Council, 733 15th Street, N.W., Washington, D.C. 20005, has produced excellent special kits, including program ideas, reproducible (and localizable) pamphlets and brochures, and background resource suggestions in the "Teens in Crime Prevention" Kit, the "Partners for A Safer Community" Kit, and the "Keeping Kids Safe/Kids Keeping Safe" Kit. "Teens as Resources" is most directly applicable here, but the other kits contain materials teens may need in delivering services to others.

Please do not limit your research and resources to these. It would not be possible to catalog here the myriad excellent publications which touch upon the subjects of interest in community crime prevention, community action and youth involvement.

Involving Youth

Throughout this book, we have urged that you involve young people in crime prevention. They deserve places at every step along the way as you *develop* your program, as well as when you undertake its execution. The whats, whys and hows have been laid out; the theoretical and the practical foundations have been built. The energy, enthusiasm and imagination young people can infuse into a program have been described. The benefits to individual programs are apparent.

Young people need responsible roles — as performers, not audience; as participants, not clients; as providers, not receivers — for their own growth and development. But the benefits are more than personal; they weave through all strands of community life, enriching ever-widening circles of people.

The conundrum posed by adolescence can appear overwhelming. Early puberty, delayed social maturity, misdirected energy, testing of values and authority give every indication of compounding into insurmountable problems. Yet, as we have demonstrated, these same traits can be assets for neighborhood and community growth.

The social changes of the past 40 years, including changing family patterns, have shifted burdens for adolescent growth and nurture. That burden once assumed almost in toto by parents and extended family now is shared among the adult community.

The Future is Now

The importance of sharing in the education and development of the next generation has never been greater. Demographers estimate that in the 1950s one retiree was offset by 17 workers, but that the early 21st century, just 20 years from now, will see a sharp narrowing — one retiree for every two workers.

These workers will, in large measure, come from the teenage and pre-adolescent population of today. They will get values either from their peers (which seems to be happening by default) or from adults who convey by positive actions as well as attitudes a spirit of caring, commitment and community.

It is this sense of stewardship which has led New York State to institute a community service requirement for high school graduation. The Atlanta, Georgia public schools have mandated fifty hours of community service as part of the core high school curriculum.

But force-feeding teenagers from formal requirements won't work, unless adults integrate such service with the needs of young people. Function does not follow form in this case. Painting it red and putting wheels on it doesn't make a typewriter a fire engine. New York State and Atlanta seem to make this distinction. If it can be maintained, they will serve as beacons.

Community crime prevention serves as a useful focus for youth involvement, because the entire community is worried about crime, young people can perform many tasks adult volunteers undertake, youth can do some things better, and the positive effects of youth involvement pay off in their image, in redirecting peer pressure, and in a safer, better place for them (and eventually their children) to grow up.

And, after all, that is what most adults — and most teens — want. A community which provides opportunity for growth and development, honors effort and initiative, and rejects stereotypes and prejudgement, is a place in which all of us would be pleased and proud to live and work, now and decades from now.

KIDS

PARTICULAR PROGRAMS

These brief write-ups, arranged alphabetically by state/province, are designed to share with you the flavor of many of the programs we visited and interviewed. They are intended not as blueprints but as guideposts. They complement the first section, which tells how you can draw your own blueprints.

Provided for your convenience are the name and address of each program, together with a telephone number and contact person(s). Please understand that these are not technical assistance providers, and that they, like you, have limited resources. You may be asked to pay for reproduction of materials or for detailed technical assistance.

Our time and money were limited; that imposed some painful restrictions. There are probably a score of programs which are mentioned in the book which we would have liked to review in depth. Their omission here only speaks of our limits, not their quality.

One of the common traits of people involved in crime prevention and youth participation programs is an eagerness to share and to grow through learning from each other. So join in the sharing. Let the National Crime Prevention Council (733 15th Street, NW, Washington, D.C. 20005) know about YOUR program.

Crime Prevention Clubs
Crime Prevention Office
Tucson Police Department
P. O. Box 1071
Tucson, Arizona 85702
602-791-4077
Sgt. Paul Hallums, Officer Mark Wilson

"We started this as a pilot project," Sgt. Paul Hallums recalled. "Out of 100 schools, we could support 18. We selected them to insure different income and ethnic mixes. What we didn't count on was the natural enthusiasm and drive of these kids!"

The Crime Prevention Clubs were a way to take advantage of the schools as the most logical place to find young people, and to locate and capitalize on natural youth leaders, whether conformist or rebel.

In one case, an initial visit to determine interest in organizing a club was fairly well received. How well? Just a few months later, the young people had already made plans for displays, a poster contest, and safety tips shared with classmates and family! The club had grown from 10 to 30 young people. It had already circulated fliers advertising its own crime prevention fair.

Keys to success in the Tucson program include linkage with existing institutions (the schools and school safety patrols), support from the community (including donations from local service clubs and merchants), public acclaim through contacts with local press, and a strong training program.

"We provide 4 hours of crime prevention training," Hallums and Wilson relate. "That's not a non-stop session, though. We break it into 20-minute segments of work followed by 10 minute blocks of 'fun time' whether games, stretches or a special demonstration."

The training goes beyond personal safety tips to how to conduct home security surveys (and correct problems), what to do in emergencies, ways to help younger children protect themselves, and community watch techniques and responsibilities.

The Club members themselves are emphatic that they are helping other people — siblings, parents, peers, neighbors. They have gone beyond words to produce bike registrations, safety skits, contests, and a crime fair — with all the booths prepared and staffed by young people — at a local mall!

Bay Area United Youth
c/o Community Values Program, Inc.
1900 Fruitvale Avenue, #3E
Oakland, California 94601
415-532-5420
Michael Lange, Director, C.V.P.

Oakland, California takes pride in being a polyglot working community. The City and Alameda County confront crime problems, many of which are youth related, including vandalism, graffiti and school violence.

But rather than bewail bus graffiti and try (usually futilely) to prosecute, the Transit Authority joined with local civic leaders to attack the problem constructively. The buses had to be cleaned; young people in Oakland faced chronic and pervasive unemployment. Leaders of street organizations (gangs) were offered jobs, and the ability to help locate other potential workers, to clean the buses!

Result? Buses got cleaned; young people got jobs; and the word was out that marking up buses was not "cool" because cleaning them was tough work and the clean-up money could have paid for better bus service to boot!

Even better — Bay Area United Youth became a real force, encompassing a sizable portion (some estimate half) of the youth gangs in Oakland. Small business owners and corporate executives joined police, youth work personnel and other civic officials to help the group. Beyond cleaning bus graffiti, B.A.U.Y. members have produced plays and radio public service ads, developed a public housing safety and cleanup program (on-site youth residents will be hired for oversight and upkeep), begun conciliation and mediation programs to curb violence in schools, and are working to clean up business properties in their neighborhoods.

The young men (and women) are candid — most have had some negative encounter with police. Some have served jail sentences. But each senses his power to lead followers in more productive directions which offer positive rewards and effect positive changes in their community.

"We're pretty persuasive," one pointed out. "If we can get our feet in the door, we can get what we need." Their bargaining skills have been honed and refined; they deal with corporations, foundations and national organizations. They are also realists. "Some kids are hardheads. You go ahead with the others," advised one.

All agree that Oakland youth's problems are enormous. None expect to solve them overnight. But the young people (and the adults, including a Deputy Chief of the Oakland Police) of Bay Area United Youth know that they do hold power and they can make a real difference.

Junior Neighborhood Watch/Operation School Watch
Crime Prevention Unit
Redondo Beach Police
401 Diamond Street
Redondo Beach, California 90277
213-379-2477
Officer Avery Richey, Crime Prevention Officer

This Pacific Ocean-front community brings grade schools into community crime prevention on two fronts. Crime watch techniques are emphasized in a Junior Neighborhood Watch, with officers selected from among students in each school. Operation School Watch aims to curb vandalism and improve crime reporting.

Security and safety techniques like those taught to adults are presented by officers visiting classrooms. Students take home (to review and perform with their parents) a home security checklist and a more detailed survey, as well as a property inventory form for Operation Identification.

The Junior Neighborhood Watch package also contains explicit tips for parents and for children in latchkey situations, and a crime prevention quiz with localized questions.

Operation School Watch is a competition among participating schools to encourage students to observe school property before and after school, to teach crime reporting techniques, and to emphasize that students share the responsibility. "You spend a lot of your time there, so let's keep it nice," urges the Operation School Watch brochure.

The competition runs the entire school year; points are given for the school with the least crime. Unreported crimes mean points deducted. Local merchants are solicited to assist in obtaining an award for the "School of the Year."

Junior C.O.P.S
Santa Ana Police Department
24 Civic Center Plaza, Box 1981
Santa Ana, California 92702
714-834-4169
Lt. Mike Mitchell, Community Services
714-973-6002
Adeline Vargas, Area D

Bright white shirts punctuated by string ties, complemented by the swirl of full-flounced brilliant-hued skirts...doesn't sound like crime prevention. But it's an effective adjunct to crime prevention and community recognition by the Junior C.O.P.S. of Santa Ana's police Area D.

Supervised by Adeline Vargas, a civilian police services officer, the Junior C.O.P.S. mix folkloric dancing (reflecting the strongly Hispanic heritage of many in the community) with crime prevention and neighborhood watch, as part of the regular Neighborhood Watch in their communities.

No "turf" issues are permitted within the club. Cliques and neighborhood rivalries are similarly banned. Respect for adults is expected, as is crime-free behavior. Too many restrictions? On the contrary. The young people "really want to show you they can do and that they're not bad," Mrs. Vargas explains.

They meet at least monthly, spending alternate months working on folkloric dance routines and studying crime prevention. "It's amazing," Mrs. Vargas observes. "They spend a lot of rehearsal time talking about the next month's crime prevention session! They can't wait to work on community safety!"

Folkloric dancing has provided many opportunities for public recognition—performances at festivals throughout the area and for many senior citizen, handicapped and civic groups. But the young people are recognized in both roles — they march in many parades in their Junior C.O.P.S. tee shirts.

Does the crime prevention training help the community? Two specific examples speak volumes. One young man, trained in watch know-how, looked out his bedroom window and observed a stranger lurking in the bushes of an adjacent house. He watched carefully, then quietly but quickly went into the next room and asked his mother to telephone the police. Result? One burglar, caught in the act!

In another neighborhood, two men confronted each other on the street. Shots were exchanged. Police came promptly but one man had fled. It was a Junior C.O.P. who saw the suspect and could give a good description — and more important, had not only seen the suspect toss his still-loaded .357 magnum revolver into a dumpster but had stood guard over it while he sent playmates to get the police.

Office of Youth Services
City of Sterling
Centennial Square
Sterling, Colorado 80751
303-522-6599
Stan Gorman, Director

Sterling is a small city in far northeastern Colorado on the Great Plains. Its Youth Services program, an outgrowth of civic concern about vandalism and other youth-related problems, led to a specific prevention program enlisting youth and adults in exploring ways to combat negative behavior by young people.

Youth (50 to 60) were a majority on the Youth Participation Task Force, but adults numbered 20 to 30, a substantial participation in the partnership. The Task Force can claim credit for Rent-A-Youth, an odd job brokerage for 12 to 15 year olds, which also provided some training, transportation and equipment to make work possible for these younger adolescents. Surveys of youth resources, community perceptions of young people, and on substance abuse and crime — conducted by young people ages 14-18 — were among the achievements of the Participation Task Force, which is now under the aegis of the Sterling school system.

Meanwhile, Youth Teaching Youth, also sponsored by the Division of Youth Services, has engaged high school volunteers in teaching grade school students about crime and prevention, covering such subjects as vandalism, substance abuse, self-esteem and peer pressure.

One of the additions to the Youth Teaching Youth curriculum has been a puppet show on self-protection and safety for kindergarten, first and second grade students. Performances have been offered by teenage girls who live in a residential facility. Learning that these girls used puppets in therapy, Director Stan Gorman quickly appealed to them to help younger children with their skills. They have responded enthusiastically.

Stan Gorman is not sure the entire program could be replicated in large communities. He feels that continued public education and outreach have been essential in countering skepticism expressed by many in the community, and in clarifying the Office of Youth Services' role, which bridges youth participation and juvenile diversion.

Youth Crime Watch
5220 Biscayne Boulevard
Miami, Florida 33137
305-756-0582
Betty Ann Goode, Director

Crime rates near zero in an urban high school, hundreds of students reporting crime because they care — any school official will tell you that sounds like heaven.

It isn't heaven, but it is Youth Crime Watch, developed under the aegis of Citizens' Crime Watch of Dade County and spreading rapidly throughout the Greater Miami area and other parts of the country.

The appeal to young people could not be more direct: "You, the youth of today, are inheriting communities that are filled with fear — fear of the violence that surrounds your daily life." At school, you witness attacks on teachers and students and extortion of money. Adults have failed, for the most part, in their efforts to reduce the growing crime rate. The time has come for you to lend a hand." Youth Crime Watch strikes at violence in schools as well as vandalism and destruction of school property. Youth Crime Watchers also promote the Neighborhood Crime Watches, exchanging suggestions and information.

The critical elements of participation are simple: observe accurately, report anonymously, get neighbors to help watch schools after hours, let all students know that no one values bad behavior.

In high schools, the message is carried by peers — at least two students from a school where Youth Crime Watch is already a success. In elementary schools, McGruff, the Crime Prevention Dog, is used to help introduce the Watch concept. School pride, a "stand up if you've been/think you could be a victim" appeal, and a reminder that "the victim is you" are tailored for the appropriate grade levels.

Results are remarkable. The "near zero" crime rate was cited at the American Senior High. County-wide, a 26% reduction in school crime and a 47% cut in robberies are attributed chiefly to Youth Crime Watch. School officials were amazed at an unexpected but welcome bonus — overall positive feelings about the school climbed, leading in one school to "one of the finest years in our school's history." The program was so successful that the Dade County Superintendent mandated it for all schools in the system. Police and citizen leaders laud it. And in 1984, the program won the prestigious Crime Prevention Coalition National Award.

Teens on Patrol
Crime Prevention Bureau
Tampa Police Department
1710 Tampa Street
Tampa, Florida 33602
813-223-5954
CPL Tom Beury, Director

It looks like a youth employment program. It is. It looks like a crime prevention program. It is. It looks like a job skills program. It's that, too.

"It" is Tampa's Teens on Patrol, a program which puts young people ages 16 to 19 into parks, recreation centers, public swimming pools, Boys' and Girls' Clubs and retirement centers five hour each weekday for 8 weeks.

Teens, identified by distinctive gold tee shirts, jackets and navy baseball caps, "assist in ... prevention of injuries, protection of persons and property, maintenance of the peace, ... interact with other youth in the area as role models."

A 10 hour orientation (paid time) includes workplace etiquette, human relations, prevention and law enforcement concepts, and clarification of duties and expectations. Tampa school liaison police officers act as T.O.P. supervisors, checking in at least once daily with each teen. Teens work closely with, but not under, the site supervisor and other on-site employees.

Tom Beury is emphatic: rules are explicit, fair and enforced. Professional demeanor and appearance are expected, including politeness and promptness.

Successful? One Recreation official admitted "I never thought it would work. Now my only complaint is, there aren't enough of them!" Given the usual elderly fear of teens as a group, the kudos from the staff of a retirement residence were especially rewarding. "It— was very well accepted, a little to our surprise. ... One thing we did notice was the total lack of purse snatchings and attempted muggings. ... In the past, our residents have dreaded ... the summer months ... because of the increase in this type of crime." A community crime prevention field office termed their T.O.P. "a tremendous asset ... (who) gained the respect of many in the community."

Teens on Patrol (T.O.P.) reflects strong community support. The teen salaries and program costs were raised through the Tampa Chamber of Commerce Security Committee, as well as through three local foundations.

Work for Wheels
Crime Prevention Office
Tampa Police Department
1701 Tampa Street
Tampa, Florida 33602
813-225-5948
CPL H. R. (Bob) Northrop, Director

This program has just gotten rolling on wheels of bikes. The workers are fifth, sixth and seventh graders. The work is community based.

The bikes are unclaimed ones from the Tampa police impound lot. Instead of being auctioned off, they are repaired by a retired bicycle mechanic known to the kids as "Big Daddy."

Worksites for the program have included the Police Athletic League facilities, city recreation centers, Boys' and Girls' Clubs at various sites in Tampa, and the United Methodist Center. The work includes cutting grass, washing dishes, filing papers, mopping floors, clearing branches, and similar tasks.

A primary goal of the program is to enable young people who would have no other means of getting a bike to earn one. But there is no means test. Any and all youngsters who meet the basic requirements (city residence, etc.) can apply.

Bob Northrup observes that it is essential to keep an even pace to this program. Accepting a hundred children without knowing a hundred bikes will be available guarantees that some young people will be disillusioned and disappointed. "It's unquestionably better to just not accept kids into the program until the bikes are a certainty," he advises. "Once they give that 40 hours of service, they expect to get their bikes promptly." And the demand unquestionably exceeds the supply.

The program goes beyond just turning over the two-wheelers. As soon as a small group (perhaps 2-4) have completed their 40 hours of service (usually given during the summer), a ceremony is held, honoring the service and assigning the bikes by random drawing.

What do the kids think? A *Tampa Tribune* story (July 12, 1984) got these comments from early program participants. "You don't have to spend a lot of money this way," from a grass cutter, mopper and office clerk. . . . "It only took me a week (to give 40 hours of work). But then, I like helping people," from another 11-year old. . . . "I'll sure take care of it," from a dishwashing veteran.

Tampa's youngest adolescents learn early, productively and pleasantly that community work is not only a reward in itself, but pays big dividends as well.

Youth Crime Prevention Program
Magical Keystone Club
Parkland Boys' and Girls' Club
3200 Greenwood Avenue
Louisville, Kentucky 40211
502-774-2305
Judd Johnson, Branch Manager

It's a track record to be proud of — 509 Operation ID enrolled homes, 490 security surveys completed, and a new neighborhood alliance for community action. And it only took 8 weeks! That's the power of youth at full bore.

Magical Keystone Club members who attended a national leadership conference were challenged by pleas for community involvement. Working with their advisor, they determined that crime and fear of crime were major problems facing Parkland. With help from the Louisville Police Department, they focused providing crime prevention service through Operation Identification and home security surveys.

The young people met with police, arranged a two-week training course, and were provided with identification cards for their outreach work. Rather than rely on just going door to door, they decided to offer appointments by telephone.

Telephone canvassing included developing a list of Parkland community residents using telephone cross reference books, setting up call techniques, making calls, scheduling visits by the neighborhood outreach teams (working in pairs), and following up on engraving and survey appointments.

Neighborhood outreach included visits, actual engraving of valuables, security surveys in over 95% of the homes visited, and distribution of crime prevention information provided by the Louisville Police, who also provided the engravers, Operation ID stickers and other materials.

The City of Louisville was so impressed with the idea that it produced a grant of $6,000 to help pay for additional phone lines and provide some stipends for young volunteers. The results were so impressive that each Keystoner was presented with a Certificate of Merit from the City for outstanding community service.

Even bigger returns were in store, however. The Parkland Alliance, a brand new civic group, grew out of the effort these teenagers made to help their neighborhood. And everyone gained in perspective. As then project director Robert Hassin put it "The youth involved . . . developed a better sense of *community* while residents developed a better sense of the potential of our youth."

Cook County Sheriff's Youth Services Bureau
1401 South Maybrook Drive
Maywood, Illinois 60153
Dr. Karen Popowski
312-865-2900

An eerie hand suspends itself from the ceiling of the classroom, proffering a deck of cards. The latest practical joke? Macabre humor at its adolescent peak?

No, just a prime example of young people at work to capture their peers' attention. The cards are an extensive inventory, developed and printed by teenagers, of how to "get high" without drugs or alcohol. This Straight Up! project, funded through an alcoholism prevention program, hired young people to analyze the issues, survey their peers, determine the best way(s) to combat alcohol abuse based on their findings, and implement the solution. Thus, the hand offering an alternative. "The kids knew a book wouldn't get read," a YSA staffer recalled, "so they came up with the soft scupture concept, and designed and printed the cards."

"Sheriff (Richard) Elrod was adamant from the beginning that youth participate in designing youth programs," YSA Director Karen Popowski related. "He wanted peer counselling, peer involvement, and a real chance for responsibility for Cook County young people. He's always had faith in their ability."

Since 1972, the Cook County Sheriff has staffed a full-fledged Youth Services Agency (YSA), providing a focal point for youth development and youth service efforts for young people in this urban suburban community of 2.5 million which surrounds and includes Chicago.

Community awareness of positive youth contributions is emphasized ("Think Youth" public service announcements); the Chicago Area Youth Poll, conducted and processed by students, looks at the worries and interests of young people. The YSA serves as a clearinghouse for youth action, including neighborhood cleanups, volunteer senior citizen aids, and traffic/crowd control at parades and community events.

Results? Young people attending a leadership seminar shared their thoughts. "We get a chance to know the police and sheriffs as people, and that's good." "I like being trusted to do things correctly myself." "It's become an 'in' thing to be working with YSA and the schools."

Aunt Martha's
221 Plaza
Park Forest, Illinois 60466
312-747-2701
Gary Leofanti, Director

Where to find suburban teenagers? The local mall! Aunt Martha's, a multi-faceted youth center, provides drop-in counseling, teen health services, a youth employment bank, and several levels of youth participation.

Young people write, produce and perform, for adult and peer audiences, skits about teen sexuality and about youth responsibility. High school students in the advocacy unit are trained and employed to counsel fifth and sixth graders on alcohol abuse, and to teach them decision-making skills and methods for coping with peer pressure. Teen counselors deter peers from breaking the law.

The skits are presented to a wide audience. One incentive for the actors is travel out of state, not just within the Chicago and Cook County area, to perform. Services including counselling are provided on a no-charge basis.

Aunt Martha's was founded in 1972, an outgrowth of the active Youth Commission of Park Forest, Illinois. It has grown from a simple drop-in counselling center to the complex array of services and opportunities available today. Prevention has become an integral part of the service package.

The program recognizes several intake sources for active youth participation: service recipients, their friends, friends of current counsellors and performers, and general volunteers sparked by community advertising. Of five young people who were performing in the Project Listen plays, three had been recruited by other current or just-departed performers. They lauded the attitude at Aunt Martha's which keeps them coming back. "You want a say, a positive say in what happens. You can get it here," one pointed out.

Aunt Martha's draws fund from local communities in the diverse area south of Chicago, from eleven United Way campaigns, and from civic service clubs and church groups, among others. Young people donate considerable resources, including their time and talents as clerical aides, clinic assistants, co-counselors in crisis intervention, schedulers and phone counselors.

All Star Program
Dubois County Substance Abuse Task Force
c/o St. Joseph's Hospital
Huntingburg, Indiana 47542
812-683-2121
Sister Carlita Koch, President

In rural southwestern Indiana, high school sports are major social events. High school athletes are local heroes. Forty of them are also teachers and role models, thanks to an ad hoc community task force which generated the All Stars program to combat substance abuse.

The Dubois County Task Force formed itself in December 1982 because mental health and hospital professionals saw increasing abuse of a variety of substances by younger and younger people. The task force, which included representatives of schools, area industry, counselors, law enforcement, AA, and the hospital, took its cue from efforts which had been successful in Washington and Minnesota — enlisting high school athletic stars to work with grade school students.

To introduce the program, the community treated 400 high school students to a pig roast and dance, coupled with straight talk on substance abuse and the program. After a day-long training session, 40 students, boys and girls from each of Dubois County's 5 high schools, were named to the group. Selection was based on athletic, academic, leadership and communication skills. More training was provided on the physical and legal effects of substance abuse, coupled with role playing and other learning techniques. By the end of the year, the students had expanded their number substantially. The kick-off has become an annual event, with about 600 participating in the 1984 dinner and dance.

The young All Stars take their responsibilities seriously. They have asked for more training to equip them better to make presentations to the elementary and middle school students they talk with. They emphasize that their personal commitment arises from more than the prestige involved. One 17-year old explained, "My friend was killed driving drunk. I don't want anyone else to die that way."

And the younger students, the ones these messages are aimed at? The *Jaspar Herald*, in a feature on the program, provided direct testimony. "I'm in sports and I can see now that you can't reach your full potential if you drink," said an eighth grade girl. "It helps other people see that alcohol isn't that smart," an eighth grade boy said.

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Junior Safety/Crime Prevention Officers
Archdale Project
Boston Housing Authority
53 Chauncy Street - 4th Floor
Boston, Massachusetts
617-451-1250
Milton Cole, Supervisor of Crime Prevention

"Please stand up and raise your right hand," the President asked. "Repeat after me . . ." Thus, a young girl, about 10, swore in new members of the Junior Safety Officer corps at the Archdale housing complex. These young people elect their own officers, arrange their meetings, patrol for safety problems in their neighborhood and learn personal safety so they can act as role models.

When Milt Cole, Director of Safety for Boston Housing Authority, decided to enlist young residents in the fight against crime, he recognized that the earlier their interest could be piqued, the better.

A two-tiered operation, Junior Safety Officers for those 6 to early teen age and Junior Crime Prevention Officers for teenagers, was established. Adults from the community serve as sponsors and one adult accompanies each group of children who make a patrol. Tee shirts and caps identifying the Junior Officers are provided by the Authority.

More important to the program's appeal, the Authority provides immediate response. A light bulb out, an overflowing dumpster, debris piled up — a Junior Safety Officer call gets quick results. Similarly, crime prevention problems reported by the Junior Crime Prevention brigade get prompt correction.

Rewards? A sense of power is obviously one. These young people get the bureaucracy moving! A sense of accomplishment is another. Public acclaim also helps, with banquets held annually to acknowledge the youth contribution to community safety and security. Local church facilities are used to help extend the sense of community and legitimacy.

The kids don't work in a vacuum. They are part of a community crime prevention network which includes Window Watch, phone trees, and citizen patrols, all linked with such agencies as the police, the Department of Recreation, the Fire Department, the Department of Social Services, and the Massachusetts Bay Transit Authority.

And the biggest reward of all? The attitude reflected in their statements on why they became involved: "... all I want is love and a more safer world."

TIES
The Dorchester Youth Collaborative
1514A Dorchester Avenue
Dorchester, Massachusetts 02122
617-288-1748
Hal Phillips, Project Director

"Ma'am, I'd probably try to grab your purse instead of hers. Just look how loose you're holding it!" A crime prevention officer? A community worker? No, a teenager talking with senior citizens about what young muggers would look for. And the talk is similarly candid with merchants. "I walked out with $100 worth of your stuff last year. Now let me show you how to fix it so somebody else can't do the same thing!"

Add to this mix an eyes and ears program which helps spot likely vandalism and arson targets for swift preventive action, together with break-dancing performances and other recreations, and you begin to sense the flavor of TIES.

Its objective: to reduce and prevent crime in the Fields Corner area of Dorchester working through a broad coalition of youth, the elderly, police, schools, courts, business people and block club members.

One of its tools is TIES Prevention Clubs, which offer positive outlets for young people using sports, dance and other focal points. Each club uses local facilities, has a positive and internally reinforced incentive system, and includes a key community service component such as anti-crime patrol, substance abuse prevention shows, and community clean-ups.

The price of Club membership — "staying in school, off drugs, and out of trouble with the law." Other than that, costs are picked up by group earnings (the break-dancing Electric Generation has earned as much as $1,000 in one performance) and by donations from local merchants.

A key feature of the clubs is the recruitment philosophy. "We ask them to bring a friend," Hal Phillips explains. "They need the mutual support."

TIES is seeking to expand its prevention activities by helping form block watch clubs and by gathering merchants into an active community-linked association. The elderly are being asked not just to listen to lectures, but to help supervise teen work crews, serve on the advisory board, and participate in senior crime watch patrols.

The results are already remarkable. "I used to be frightened to death of that kid," one elderly woman recalled. "But he's pretty nice."

Stamp Out Shoplifting
Mid-Continent Council of Girl Scouts
8383 Blue Parkway
Kansas City, Missouri 64133
816-358-8750
Stephanie Reynolds, Program Director
Dianna Rentie, Executive Staff

This Girl Scout Council built its own shoplifting prevention program because "we could not locate an anti-shoplifting program for youth that did not rely on scare tactics or methods with short term impact. . . . programs lacked the dimension of personal responsibility and development."

The program, developed with former F.B.I. agent Herbert Simmons, provides education throughout elementary grades on personal decisions, property rights, peer pressure, and the consequences of breaking the law.

SOS includes a wide range of activities to help each student in the classroom. For first through third graders this includes role playing, puzzles, a filmstrip and a coloring book for each child, as well as instructor-led games. Fourth, fifth and sixth graders work with a short novel, *Second Chance?*, companion student and parent/family workbooks, discussions, quizzes and a slide show.

But the key feature of the program is its use of high school students as instructors. They are not rote performers, but are required to prepare lesson plans, maintain classroom discipline, develop communications devices, and test their students' knowledge (and implicitly their own success).

The Council's own words best explain. "SOS may be taught by adults yet it has had real success with teenage instructors. They have proven to be more compelling role models than adults. . . . Organized into boy/girl teams, few communications barriers [with their students] (such as age differences and authority) exist. And becaue they are leaders — sharp and poised — the younger students emulate them."

The entire Kansas City school system used SOS for its students. Records were kept of the young people who participated. In the ensuing year, not a single SOS participant was identified as a shoplifter. Plainview, Missouri's Parent-Teacher Association has funded the supplies and training for National Honor Society students to bring SOS into elementary schools in the rural district.

Young Volunteers in Action
St. Louis Public Schools
5183 Raymond Avenue
St. Louis, Missouri 63113
314-361-5500
Linda Riekes, Director of Law-Related Education

It's the most popular elective subject in the school system. It requires defining and solving problems, and working in groups. It's gotten over 2,700 adults — not counting parents and teachers — involved with students. Through it, students learn respect for the law and law enforcement, community coalition building, and real applications of the reading, writing and mathematics they have been passively absorbing all through the years.

It's law-related education as carried out in St. Louis, Missouri. The program requires that students identify and address a problem or set of problems relevant to their community.

Teachers, counselors, law enforcement, social services and other personnel are available as resources, but the community involvement project must be designed and executed by the students. The only restrictions are that the projects meet clearly established criteria and that there not be any safety or legal liability problems.

Not all law-related education is crime prevention, but issues ranging from substance abuse to assault to shoplifting are frequently identified problems, resulting in the students themselves defining prevention techniques as good ways to mitigate the problem.

Pamphlets on crime prevention tactics have been written and produced by students, then distributed by them beyond the schools in community centers and neighborhoods. Art, English, math and other skills are put to work designing and producing the brochures. And the young people themselves change. Shoplifting in the stores near a school goes down after shoplifting has been studied as a law-related problem. A study of assault and personal safety results in reduced school fighting.

The environment for crime prevention in law-related education is neutral. Participants may or may not have been involved with the law. The problems tackled are community, not personal problems, so value judgements, solutions and alternatives avoid individualization.

Those 2,700 adult volunteers bespeak the strong community support for the program. For example, sports team members help teach the law and sports. Businesses donate in-kind services and assistance. Attorneys donate time which might otherwise be billed to clients. They are excellent role models for these young volunteers.

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Office of Crime Prevention
Flatbush Development Corporation
1035 Flatbush Avenue
Brooklyn, New York 11226
718-462-5300
Charles Smith, Crime Prevention Director
Mike Bove, Department of Sanitation
Orlando Santiago, Summer Youth Employment

Dealing with two different New York City bureaucracies plus private citizens is a pretty fair definition of "Mission Impossible" for most of us. But not for Flatbush Development Corporation's summer youth workforce. They got the cars off the streets of Flatbush — the abandoned cars whose presence poses physical hazards and presents potentials for crime — and did it legally and promptly.

In the summer of 1983, Flatbush Development Corporation's Crime Prevention staff joined forces with the employment office to bring summer workers in as escorts for senior centers. They worked themselves out of a job. The centers did not need staff escorts the next summer; there were enough volunteers!

Meanwhile abandoned cars, with and without license plates, not only clogged urban streets and offered ready targets for vandals, but were likely to be stripped and then torched — a hazard to the community but one which took a back seat to more immediate challenges as far as police and sanitation offices were concerned.

Summer Youth Employment program workers were the focus of a productive partnership in which Flatbush Development Corporation's two offices combined with the Department of Sanitation, with police support, to identify and insure the removal of abandoned cars.

In New York City, cars with plates are the responsibility of the police department; those without plates come under the Department of Sanitation's jurisdiction. The young people had first to identify the cars and to ascertain they were abandoned, second to make the appropriate contacts with police or sanitation officials, and third to follow up to insure that complaints were resolved.

"We made it plain that the whole program rose or fell on their shoulders," one official pointed out. "They understood that they were responsible for the results. And they did an excellent job."

"We knew we weren't paying them a lot of money, but they seemed to get into the spirit and developed a sense of teamwork and mission that was really wonderful," observed another.

Youth Court
109 North Main Street
Oneida, New York 13421
315-363-9111
Sgt. A. A. Ottaviano, Juvenile Aid Officer

Let's play court? Let's pretend for teenagers? Absolutely not! The Youth Court of Oneida is fully competent to hear and dispose of cases and may impose sentences of up to 50 hours' community service on guilty youth.

This full-fledged court is entirely staffed from Judge to bailiff by teenagers. Judges, defense and prosecuting Attorneys are trained up through the ranks, with each senior post requiring prior service within Youth Court.

Adults serve (in the minority) on the Steering Committee and Appeals Board. Adult members of the executive board include the high school principal, senior attorneys, and other local civic leaders.

Defendants before Youth Court range from 7 to 17 years of age; their offenses range from infractions of city ordinances to misdemeanor charges. Their cases were either referred by the Probation or Juvenile Aid Officer or by a Judge of the Family Court. Any one defendant is usually permitted three appearances in Youth Court before being mandated to Family Court.

The young people who staff the Youth Court worry about the appropriateness of sentences, are wary of being "taken in" by fellow students, and are adamant about sustaining the image of the Court and the respect it has garnered in the community. They are jealous guardians of the Court's institutional reputation.

The Oneida Court, active since 1975, is one of the oldest in New York State. Other Youth Courts have sprung up in about 10 other New York communities. Technically, Youth Court serves as an intake mechanism for the Family Court in each jurisdiction, but in practice, the youth *are* the law.

Oneida's Youth Court members are not all law-school bound. One even commented that she has "pretty much decided against law school" after the Youth Court experience, but still wants to be involved in helping. Others never saw law as a career but were intrigued by the opportunity to be responsible.

Sgt. A. A. Ottaviano, the city's juvenile aid officer, served until recently as bailiff. He stepped down, asking the Court to appoint a youth to the job. "The bailiff is often the first court officer a young accused person meets. That shouldn't be an adult. These kids can unquestionably handle almost anything; they know when to ask for help in the rare cases it's necessary."

Project Outreach
Plainview-Old Bethpage Central School District #4
JFK High School, Kennedy Drive
Plainview, New York 11803
Dr. Richard Koubek, Director
516-938-5400, ext. 273

The police officer's talk was standard — why neighbors need to look out for each other and themselves. He pointed out that a substantial number of burglaries are committed by young people 13 to 20 years of age.

He was suddenly, politely interrupted by the chairman of the meeting. "Excuse me, sir, but we *are* teenagers and we *aren't* breaking into homes. We're the ones that called this meeting and got adults to participate," the teenager firmly pointed out.

It was a new experience for everyone. High school students at Long Island's John F. Kennedy and Plainview-Old Bethpage High Schools, initially energized by a bizarre Memorial Day weekend crime spree in which a private home and a diner full of people were terrorized for several hours each, took on the task of crime prevention that their parents had bypassed.

Seven neighborhood sectors were established; meetings were scheduled in each, with police present. Teens went door-to-door leafletting and urging adult attendance. Result: 700 attended the meetings; over 200 Neighborhood Watch signs are being installed; "seed grants" of $300 each were awarded from state community crime prevention funds to each Watch sector; a newsletter is being prepared.

Community revitalization did not stop there for these student volunteers — over 160 of them. More than 500 children were instructed in safety and fingerprinted by teens. A senior citizens' Safety Seminar joined young and old in a productive experience for all. Better still, young people planned and executed a Discovery Day and a Celebration Day, to highlight community history, organizations and resources and restore a sense of continuity to a disjoined suburban area.

Just as important as the active student roles in planning and carrying out events, the community support network which has grown — the Nassau County Police are an integral component — has been at the instigation of young people. They brought together the adult groups, solicited door by door, street by street, to boost participation. They learned how to take clear, correct and usable fingerprints. They arranged a program which would appeal to older citizens.

New York State has recently mandated a "Participation in Government" course for high school seniors, which includes volunteer service to the community. Students in this Long Island town have a head start on the rewards such service offers.

Crime Prevention Division
Department of Crime Control and Public Safety
P.O. Box 27687, 430 North Salisbury Street
Raleigh, North Carolina 27611
919-733-5522
Richard B. Martin, Chief, Youth Development Section

Two hundred thousand young people involved in crime prevention in one year! North Carolina has moved on multiple fronts, and it's worked. Partnerships, outreach and creativity are key components of this statewide initiative which acknowledges and employs the skills and talents of young people.

Youth groups, including Scouts, Distributive Education Clubs, Boys Clubs, Extension Services, Future Pioneers, and 4-H are familiarized with the whys and hows of crime prevention and urged to undertake projects to benefit their communities. DECA groups have staged anti-shoplifting campaigns for local business communities. 4-H groups have provided Operation Identification services to residents of their areas, including farms. Girl Scouts developed a statewide Crime Prevention Merit Badge, now adapted for use in New Jersey as well.

There is strong institutional support: governor's awards publicly acknowledge the individual contributions made by youth crime fighters. The Secretary of Crime Control and Public Safety and the Director of Crime Prevention acknowledge and support the important positive role young people can play. State level efforts seek to share crime prevention knowledge and needs with existing youth groups, instead of inventing new organizations and programs or doling out large grants.

The A.M.E. Zion Church has been an active partner and has been invited not only to help adult parishioners learn crime prevention, but to serve as a base, through each church, for young people to undertake community crime prevention work.

Equally impressive, North Carolina's crime prevention staff has mobilized the immense popularity of basketball to attract and engage adolescents in community crime prevention. The Full Court Press Against Crime allows teams to score points off the court, by giving points for community crime prevention activities as well as basketball prowess. College basketball stars give skill clinics to introduce the link-up. The program was initiated in North Carolina's public housing communities, taking advantage of the inexpensiveness of basketball and the existing network within and among public housing crime prevention officers across the state.

Another program, Athletes and Coaches Against Crime, involves college coaches and players from other sports as well, in public service appearances — in person, on radio and on television throughout the state, urging crime prevention.

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Big Buddies — Little Buddies
Child Conservation Council of Greater Cleveland
Park Building
Publishers' Square
Cleveland, Ohio 44114
216-621-6833
Oscar Steiner, President
Stephen Schecter, Director

There was no doubt about it. Juvenile crime in Cleveland was on the increase, and the worst might be yet to come. Oscar Steiner, who had helped found Big Brothers in Cleveland, knew that the place to start solving the problem wasn't with kids in trouble, but with very young children *before* they got into trouble.

The need — a medium through which these children could be reached, encouraged, helped. The solution — high school students who act as big buddies — tutors, companions, coaches, confidants, role models — to these 5 to 9 year olds.

The program borrows from Big Brothers but the young people in each club (located in high schools) run the program, elect their own officers, and conduct their own discussions on dealing with problems encountered by their Little Buddies, schedule outings and other activities, and work together. The adult serves only as an advisor and consultant, not as manager.

"Students who have gone into classrooms for 10 to 12 years and had something poured into them are asked to give something back," Steiner says of the high schoolers' role. "And they do respond spontaneously, enthusiastically."

The program has grown from its initial twenty pairings to nearly 400 today. Measuring the success of prevention is extraordinarily difficult, but Cleveland school authorities have been so impressed that they invited the program into all schools; parochial schools have asked to join in as well.

Steiner estimates that supporting a pairing costs about $400 per year in all costs, direct and indirect. But he points out that if even 10% of the pairs result in young children steered away from wrongdoing, 40 juvenile delinquencies have been forestalled. At $25,000 per year per inmate, you have saved over $1 million per year on a $160,000 investment — an excellent return on time and money, especially because the Big Buddies gain, too — a new sense of responsibility, capability and commitment to community. Those gains pay off beyond price.

Summer Canada
via Solicitor General of Ontario
Consultation Centre
60 St. Clair Avenue East, Suite 600
Toronto, Ontario, Canada M4T 1N5
416-966-8107
Marsha Mitzak, Executive Director

Summer Youth Employment
Ontario Provincial Police
90 Harbour Street
Toronto, Ontario, Canada M7A 2S1
416-965-4474
Cpl. M. M. Raynham

Hand a 20-year old $25,000 and what do you get? Three communities with new business watches (Operation Provident in Canada), Neighborhood Watches and Operation ID! Give $8,000 to a college student for the summer, and wind up with updated Neighborhood Watch and a highly professional report on youth resources in and around a small St. Lawrence River community.

These are just two of the 43 crime prevention projects which improved community safety throughout Ontario during the summer of 1984. Summer Canada gives direct responsibility to young people to hire crews, manage funds, meet payrolls and cope with tax and license requirements, with the standby help of a sponsoring agency. They provide crime analysis, community organizing, victim-witness assistance, and other services.

Chief contractors are usually college students, who hire crews ranging from age 16 through age 20 or 21. Summer Canada pays only for salaries. Sponsors guarantee basic space and services. Other supplies, transportation and the like must be solicited. The job is not impossible. The young women charged with setting up crime prevention in three towns managed to coax two automobiles out of a local dealer!

The young people admit that their views of the police — with whom they work closely — improve, sometimes dramatically, over the summer. And police views of them change, too — for the better.

Ontario Province runs a similar summer program through the Ontario Provincial Police. Many students are assigned to crime analysis chores — urgently needed but beyond the capacities of smaller stations, especially. Results can be extraordinary: one young man not only completed a thorough crime analysis, but designed a prevention program based on his findings. In the town of Simcoe, young people created Marine Watch for the boating community.

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Sun Youth Organization
4251 St. Urbain Street
Montreal, Quebec, Canada H2W 1V6
514-842-6822
Sid Stevens, Deputy Director
Wayne Kidd, Crime Prevention Specialist

Door-to-door multi-lingual Operation ID ... tickets on cars gently rebuking motorists who fail to stow packages safely or roll up windows or lock doors ... thousands of leaflets passed out in a single day as Montrealers change residences ... hundreds of requests answered for information on child protection.

Since the mid-1960s, Sun Youth Organization has been providing such crime prevention services. Young people are the key to this section of Montreal, where neither English nor French provides a common tongue for adults. There are 26 major nationalities in the district; 99 dialects have been identified. Neighborhood Watch doesn't work when neighbors literally cannot understand each other. Communication through the youth of the neighborhood is the only way to build cohesion and teach home and self-protection.

Young people ages 12-15, working in pairs, check cars on neighborhood streets, issuing reminder tickets. Their work is valued — the police request weekly statistics on types and locations of violations. Older youth, ages 16-18, provide security surveys and Operation Identification engraving to the community, also in cooperation with police.

Training's importance is emphasized. It pays. One Op ID team asked to engrave several paintings, chairs, and a glass-topped table had the confidence, because of their training, to refuse politely and suggest other alternatives. Courtesy patrollers found a bundle of cash — later found to be several thousand dollars — sitting on the front seat of an unlocked car. While one stood guard, the other summoned police to take charge.

The rewards? "I learned how to handle myself with adults and how to act on the job," one young man said. "I'm just glad to help parents protect their kids," another volunteer said. Some rewards are substantive. The program supervisers seek out athletic and summer camp scholarships and insure that crime prevention volunteers get top priority consideration for them. Occasionally, money is found for small stipends. But the sense of team spirit (Sun Youth tee shirts and hats abound) combined with clearly identifiable contributions to community well-being and time for fun seem to be the main drawing card and the secret of Sun's success.

Community Justice Initiatives
YMCA of Montreal
West Island - 94 Douglas Shand
Point-Clare, Quebec, Canada H9R 2A8
514-694-3724, 9561
Michael Weil, Director, West Island
514-849-5331
Conrad Sauve, Director, Centre-Ville

The communities on the western edge of Montreal are highly fragmented. There are 52 police areas in the West End. The YMCA bridges the entire area, however, and has won the support of Montreal officials to begin coordinating crime prevention in these communities.

The strategy is intriguing. Neighborhood Watch is to be melded with the Y's successful diversion clubs, which have provided alternatives for troubled youth for some years, and outing clubs, which offer self-planned activities to young people who otherwise, as one put it "just sit home and stare at television, or go hang out."

The YMCA is branching out, and recognizes the challenge of bringing together students and adults, troubled youngsters and their sometimes targets. But the success of such efforts as the largest half-way house in Quebec, in which more than 65 people at a time are helped with the transition to jobs from incarceration, has shown that the Y has the means to help people avoid being branded. In addition, the Y has helped run the city's compensatory work program, in which traffic and other minor violation fines are "worked off" at $10 (Canadian) per hour, by operating the job bank for the program (including such tasks as cleaning up yards for senior citizens).

Young people in an outing club were clearly strong supporters of the Y's approach. "We set our own rules," one 14-year old girl observed. "Mario (the advisor) is just here to help." "It's OUR club," a leather-jacketed boy pointed out. "We raise money for our trips, we plan what's going to happen, and we solve the problems."

The Y plans to integrate its youth responsibility approaches with traditional Neighborhood Watch promises an intriguing partnership potential for the future.

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Tenn-Ark-Miss Girl Scout Council
P.O. Box 240246
Memphis, Tennessee 38124
901-767-1440
Judy Armstrong, Membership Services Director

They faced up to it: the Memphis area had a serious rape problem. The area ranked fourth per capita in the nation in rapes. Over eighty percent of victims of rape were between ages 18 and 30. But what could be done?

In November 1976, an educational seminar was held for Senior Scouts (girls age 15 to 17) and their parents. It covered rape prevention techniques, and was very well received. In fact, parents and girls expressly asked not only for more information but urged that the program be expanded to reach girls younger than 15.

Investigation showed that there had not been a large scale rape prevention education program. The Tenn-Ark-Miss Council concluded that reaching the 11-30 age bracket, the most threatened, would require peer education, not just lectures.

Thus, twenty teenage girls were selected for training as Rape Prevention Educators. Their goal: secure their own training, then within the next year train approximately 1,000 girls of high school and junior high school age in rape prevention.

Training for the teen Educators was professional, intensive, and comprehensive. Five one-day sessions were held: crisis counseling, social aspects of rape (including a personal discussion by a rape victim); legal aspects of rape (self-defense rights and training combined with criminal justice and judicial system process); medical aspects of rape; and a review and discussion session focusing on the actual presentations.

Then, armed with training and powered by knowledge, each young woman worked in a team together with an adult to provide rape prevention information to groups at area high schools, clubs, Scout troops, churches and community groups.

Total cost, including training and a project coordinator to manage scheduling, and monitor the presentations and evaluations — $2,000.

Teen Crimebiters
3700th Security Police Squadron
(Crime Prevention Section)
Lackland Air Force Base, Texas 78236
512-671-1110
SSG Lisa Jacobs, NCOIC

Military bases are strikingly similar to many small and medium-sized American cities. They contain housing (barracks and family), work places, schools, day care centers, churches, shopping areas, teens, little children, adults and crime.

The Lackland Air Force Base Teen Crimebiters provide trained observers to assist the Security Police and base residents in community safety.

Crimebiters gather monthly for briefings and discussions on safety, on crime prevention tactics, and on how to observe and report suspicious behavior. They convene at the Youth Center, a natural magnet for the adolescent on-post crowd within walking distance of family housing centers. They also participate in a Ride-Along program with the 3700th Security Police.

"They really want to help," SSG Lisa Jacobs observed, "and they are intelligent enough to know what it's all about. Word of mouth gathers the kids; they come in clutches. Each one brings a friend or two."

Most crime problems at Lackland (and other military installations) are thefts of unsecured items. Families seem to feel it acceptable to simply leave on vacation with toys, bikes and lawn equipment strewn about the yard, according to one military specialist.

By having Teen Crimebiters trained to observe and report questionable situations, identifying themselves as trained Crimebiters by an identification code, Lackland Security Police can expand their scope of surveillance, enhancing safety for all.

"They clearly understand that their job is not to 'rat' on one another," SSG Jacobs pointed out. "But they, like other crimefighting residents of Lackland, win public acknowledgement and a "Peacekeeper" citation for reporting crimes. The teens seem to like the idea of getting the same reward as adults."

Military installations do face a built-in turbulence problem as reassignments shift interested young people away from the Club and force a continual process of re-education and recruitment. Also, on-post residents tend to be young families or those whose children are much older. But there are bonuses as well. Because they have had to cope with new situations, young people in military families are often more mature and capable of coping than their "civilian" peers.

Project PRIDE

Northeast Independent School District
10333 Broadway
San Antonio, Texas 78217
512-657-8693
Tom Jungman, Director of Student Services and Compensatory Education

Cut vandalism costs by two-thirds in just three years? While adding three schools to the system? Sounds like the impossible!

The Northeast Independent School District is a mix of neighborhoods, ethnic groups (20% Hispanic) and socio-economic groups, a system with fewer than 35,000 students in all. Vandalism had climbed toward the $50,000 annual mark, unacceptable to parents, school administrators, and taxpayers.

The School Superintendent created the Project PRIDE Committee (15 students, 10 school officials and one PTA representative), and commissioned it to find ways to restore pride, in the belief that people proud of their school don't vandalize it and don't tolerate others who do. Each of the five high schools selects three of the fifteen teen members.

In its first year, 1981-82, the Committee brought six hundred high school leaders together for a motivational leadership rally, designed and distributed over 12,000 bumper stickers advertising a 24-hour vandalism hotline, put on plays and slide shows on vandalism's consequences, and staged an editorial-writing contest. The fifth program, the most comprehensive, was a Superintendent's Sportsmanship Trophy. The winning high school must demonstrate excellence in four areas: lack of vandalism, student conduct at school events, campus beautification, and school-community involvement.

The elements of the program have been refined and reworked, but have been sustained throughout by the students because they do work. The writing competition now reflects skills stressed in each grade, from a "definition paragraph" for 9th graders to a choice of poem, short narrative or informal essay for 12th graders, for example.

Project PRIDE has produced results. Vandalism is down, thousands of bumper stickers advertise the CARE reporting hotline, student behavior at (and in relation to) sports and other competitions has markedly improved, and community service projects ranging from Halloween safety tips for little kids to free permanents and haircuts for senior citizens to park cleanups have enriched all.

Wisconsin Positive Youth Development Initiative
30 West Mifflin Street, Suite 908
Madison, Wisconsin 53703
608-255-6351
Kathlyn Thorp, Director

Positive Youth Action Team
Christoph Memorial YWCA
c/o Deb Terrones
Waukesha Police Department
130 Delafield
Waukesha, Wisconsin 53186
414-544-8444

"If an adult keeps on talking, you may just have to ask him (or her) politely to give someone else a chance. Think you can do that?" With those words, Kathlyn Thorp of Wisconsin's PYD captured the hearts and minds of a group of Fond du Lac high school students. They would go on to join adults in the community in a 20-hour training session to define youth-related problems and devise solutions.

Positive Youth Development (PYD), funded through the Wisconsin Department of Social Services, provides initial organizing and training help to communities throughout the state, and backup support and guidance. The shared definition of problem and consensus on steps toward solution mark PYD as an effective technique for teen involvement.

Program strategies include public information, education, alternatives development, community organizing, environmental change, and social policy. Strategies are selected not by PYD but by the local community teams and are customized to that community's needs and capabilities.

In Waukesha, the Chief of Police invited PYD to help young people and adults in his community. Vandalism, then shoplifting, then sexual assaults were identified as issues that the Positive Youth Action Teams should address.

And how do they take on these major social problems? By reaching fifth, sixth and ninth graders with facts and discussion, these high school students teach crime prevention more effectively than teachers. "They say it's not like a teacher telling you something," one adult observed. "It seems to mean more when it comes from people close to their age," a teenage instructor noted. "The kids (ninth graders) say it's easier to understand high school kids talking about this (sexual assault)," another young instructor pointed out.

Exploring Crime Resistance
Law Enforcement Exploring
Boy Scouts of America
1325 Walnut Hill Lane
Irving, Texas 75062
214-659-2429
Brian Archimbaud, National Director

Merit Badges
Various Scout Councils

Law Enforcement Explorers have made enormous contributions to community crime prevention in all parts of the U.S. Their manual on *Exploring Crime Resistance* is a first-rate introductory text on household and personal security and safety. Naming individual posts would fill a book, but these will give a sense of the breadth of involvement.

A post in Northern Virginia provides crowd control, Operation ID and instructional help to the active crime prevention effort in Fairfax County.

In North Carolina, a post on an Air Force installation tagged cars with courtesy tickets noting safety violations (unlocked doors, packages visible, etc.) and urging corrective action. Santa Barbara Explorers pitched in to mark Op ID information on heavy equipment after a barrage of construction site thefts struck their area.

An Explorer Post in Tillamook County, Oregon even provided a security patrol for vacation homes, checking for break-ins, storm and vandalism damage.

Baltimore's Explorers, nine posts (200 people) in all, patrol shopping areas (in groups of 3 or 4) with walkie-talkies during holidays, help search for missing children, and distribute crime prevention information to the public.

Other Explorer posts in such cities as Sarasota, Florida; Neosho, Missouri; Buffalo, New York; St. Charles, Illinois; The Dalles, Oregon; and Little Rock Air Force Base, Arkansas are active in helping their communities prevent crime.

Girl Scout Councils in North Carolina and New Jersey and the Cornhusker Boy Scout Council in Nebraska have all established authorized merit badges for crime prevention. The requirements to be met include *community* prevention outreach as well as personal and family safety.

New Jersey's program includes a certificate signed by the Governor, the Commissioner of Community Affairs, and the President of the Crime Prevention Officers' Association — a sound signal of community support. Four pages of suggested activities at all levels — Brownies, Juniors, Cadets and Scouts — offer ample diversity and instill crime prevention and community involvement concepts throughout the program.

An excellent monograph . . . informative, well-written . . . When youth become partners in crime prevention, they learn to lead, to organize, and to be responsible for the people around them.

Hon. Lois H. Herrington, Assistant Attorney General of the U.S.

This empathetic, useful book presents in clear, simple language the historic, theoretical and practical bridge between community crime prevention and youth as resource . . . beyond specific anti-crime actions to re-weave the fabric of neighborhoods . . .

Edward Zigler, Sterling Professor of Psychology, Yale University

"must" reading for anyone concerned about preventing crime or creating constructive activities for young people . . . dozens of recipes community leaders anywhere can adapt and apply . . . extremely well done!

Peter B. Edelman, Professor, Georgetown University School of Law

. . . exciting examples of how communities have converted the problem into the solution. It is so expensive to find criminals and punish them and it does so little to build a society . . . a good book by some good people.

Hon. Abner J. Mikva, Judge, U.S. Court of Appeals, Washington, D.C.

Its theme has the potential to turn this nation's youth policy completely around . . . Jack Calhoun, Jean O'Neil, the National Crime Prevention Council and the Ford Foundation deserve credit for having the vision to see a major social asset where most of us have . . . seen only trouble.

Edward M. Murphy, Massachusetts Commissioner of Youth Services

A timely treatise . . . The resurgence of community involvement in the prevention of crime has left behind one of our nation's great untapped resources, youth.

Lee P. Brown, Chief of Police, Houston, Texas

A handbook of hows, a heartbook of whys . . . valuable data that support its theoretical base . . . useful to academia, criminal justice planners, and foundation or corporate funders.

June Bucy, Executive Director, National Network of Runaway and Youth Services, Inc.

. . . a remarkable job of research . . . solid, workable guidelines which, when followed, all but guarantee a viable, self-perpetuating program.

William L. Hart, Chief of Police, Detroit, Michigan